

# SOCIAL EDUCATION

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## Editor's Page

### FROM HERE TO THERE—INCLUDING SAN FRANCISCO

THE editorial page of *The Wall Street Journal* recently carried a story of a necktie salesman who, while slightly inebriated, wandered into the cemetery of a small town just as the last rites were being conducted for a decidedly unpopular member of the community. The salesman appeared at the graveside just in time to hear the minister ask the group if anyone wished to say a few words. The minister's question was followed by what one might call a loud silence. Finally, the salesman spoke. "If nobody wants to talk about the deceased, I'd like to talk about neckties."

Well, we want to talk about "neckties," too. This is to say that we have something to sell, and we mean to make the most of the opportunity even though, given the sorry state of affairs both domestic and international, there are larger issues that clamor for attention on this and every other editorial page.

One of our "neckties" is the forthcoming convention to be held in San Francisco next November. For the first time in 38 years, the National Council for the Social Studies is heeding Horace Greeley's advice to "go West." To be sure, we have been to Dallas, and a successful convention it was, too, but, with all due respect to Texans, there is still a sizable portion of the country outside the borders of the Lone Star State, and much of it in the direction of the setting sun.

This time the National Council has accepted Greeley's advice lock, stock, and barrel, and come next November we'll be heading for the western limits of the continent, right down to Fisherman's Wharf and the salt water of Magellan's "El Mare Pacifico." With many members already committed to combining family vacations and professional activities, the Council anticipates a large attendance. Those who have not as yet reached a decision will be interested in plane fares given on page 258 and the brief preview of the convention that appears on page 259.

The second item in the line we are here exhibiting is the National Council's 27th Yearbook, *Science and the Social Studies* (271 pages. Paperbound, \$4.00; Clothbound, \$5.00), which ap-

peared in print early last summer, only a few weeks before the Russian satellites flashed upward into the heavens. The book couldn't have been more timely, but sales, although respectable, have not soared anywhere near as high as we had every right to expect, and the only explanation we can offer for this disappointing situation is that most of us have been so busy talking about needed reforms in education that we haven't found time to get down to the practical business of revising the curriculum.

For summer reading, especially for those members of the National Council who plan to postpone their vacations until next November, we call attention to several books we have read during the past month and found especially stimulating. Harry Ashmore's *An Epitaph for Dixie* (New York, Norton, \$3.50) is a provocative analysis of the integration issue from the point of view of a Southern "liberal," the executive editor of the *Arkansas Gazette*. Equally vivid, equally searching, but spread on a far larger canvas is Max Lerner's analysis of the contemporary scene, *America As A Civilization: Life and Thought in the United States Today* (New York, Simon and Schuster, \$10.00). Even larger in perspective is J. H. Rush's *The Dawn of Life* (Garden City, Hanover House, \$4.50), in which the author, who combines an encyclopedic knowledge of science with an ability to make words sing, discusses the origins of life, the present complex status of life, and the future of life, not only here on earth but in the vast unexplored regions of outer space. And finally, for pure relaxation, we suggest Robert Payne's *The Island* (New York, Harcourt, Brace, \$4.95). This is the true story of a tiny island off the eastern tip of Long Island, first settled by Lion Gardiner in 1639, and of the family that for more than 300 years have kept the land as unspoiled as it was when Indians made it their home. The subject of Gardiner's Island is perhaps as irrelevant to the larger issues we have been circling as neckties are to the graveside, but we strongly recommend the book to those who wish a bit of respite from the problems of our troubled world.

# The Social Studies: Scholarship and Pedagogy

William H. Cartwright

**I**N THIS centennial year of the National Education Association, I thought it appropriate to turn to Clio for aid in preparing these remarks. I propose to sketch the social studies as they entered American schools, as they existed some hundred years ago when the NEA was founded, and again a half-century later. Then I will point to some outstanding progress since this Council was founded. Finally, I will emphasize what seems to me a significant loss during the past half-century and try to close on an optimistic note.

Two elements are essential for a successful program in the social studies, or, indeed, for any successful program of education. These are scholarship and pedagogy. Without these two elements fused in the foundation, there is little hope for sound and effective study of society. The history of the social studies in our country covers a century of slow, unsteady, and usually unassociated growth of scholarship and pedagogy; a decade or two of cooperative endeavor between them; and a half-century marked by independent growth and occasional sharp conflict.

## EMERGENCE OF THE SOCIAL STUDIES

Except for church history and navigational geography, the social studies did not exist in colonial times. It is true that those intellectual giants, Franklin and Jefferson, set forth cogent reasons for teaching history in schools, but I find no evidence that their arguments were effective. There were no colonial textbooks in the social studies; nor do the letters and diaries of colonists mention history and geography as they do certain other school subjects.

The social studies entered American schools during the decade following the Revolution with

new American textbooks, notably those of Jedidiah Morse and Noah Webster. We should pay tribute to these educational pioneers for their noble purpose, their enthusiastic labors, and their achievements. They were cultural nationalists who sought to establish an American system of education. Said Morse, "Our youths have been educated rather as subjects of the British King, than as citizens of a free republic." But whatever of credit they should receive, the first textbook writers and almost all their successors for more than a century were, by present standards, neither scholars in a social science nor well-trained teachers. Indeed, such persons did not exist, nor did facilities for producing them.

When Morse and Webster wrote their first books, ecclesiastical history was the closest thing to social science that was taught in college. As for pedagogy, even the first normal schools were more than a generation in the future, and when they came they were far from institutions of higher learning. The first college course in American history seems to have been taught at Harvard in 1839. But, when the professor became president of the college, the subject was dropped from the catalog, not to reappear until after the Civil War. It is doubtful whether American history, the social study most widely taught in schools, was offered in more than half a dozen colleges at the outbreak of that war.

The first textbook authors had no appreciation of the value of the separate subjects. Their books were sometimes more completely "fused" than many of the so-called fused books of today. Morse defined geography as treating, among other matters, of the inhabitants of the earth, "and their religion, commerce, and history: besides a great variety of other entertaining matter." His geography books contained large sections labeled "History." In some instances these amounted to nearly 30 percent of the total. He delayed publication of one geography textbook so as to be able to include the Constitution when it was ratified. More than half of one edition of Webster's reader consisted of historical selections. His readers also

**SOCIAL EDUCATION** is pleased to publish the address delivered by the President of the National Council for the Social Studies at the Council's annual meeting in Pittsburgh on November 30, 1957. Dr. Cartwright is Chairman of the Department of Education at Duke University.

contained many geographical descriptions as well as government documents. When his four-volume *Elements of Useful Knowledge* appeared, just after 1800, the title of the first three books began *An Historical and Geographical Account . . .* and they also included lengthy descriptions of governments.

As the nineteenth century wore on, the subjects became somewhat more differentiated, and certain of them became fixed in the school curriculum. By the outbreak of the Civil War, geography was taught everywhere in the elementary school, and was not uncommon in high schools and academies. American history was widely taught in the upper years of elementary school. It was also taught in many secondary schools, but it was to be nearly half a century before textbooks in American history were written for secondary school use. World history, commonly called universal history, was not uncommon at both levels. There had been attempts, largely unsuccessful, to introduce American history at what we would call the middle-grades level, and economics and government in the secondary school. Such was the content of the social studies a hundred years ago.

#### LACK OF SCHOLARSHIP

Despite outstanding work by a few superior teachers, scholarship and pedagogy remained at a low level. Such enlightened teachers as Emma Willard and Samuel Hall must have been few and far between. An educated teacher of the social studies was necessarily self-educated in a time when neither social science nor pedagogy was a college subject. A teacher of American history in elementary school, for example, could hardly have taken a course more advanced than the one he was teaching, for practically none were offered in the country, and no textbooks had been written above the elementary-school level. But, for that matter, most teachers did not go to college. This situation lasted long after the Civil War. As recently as 1920, two-thirds of the teachers in North Carolina had never been to college. A few years ago I met a grand old man who was founder and president of a teachers college which has changed the very face of the countryside in its section of North Carolina during the past two generations. He told me this little story. When he applied for a teacher's license in the late nineteenth century he failed in the geography examination. So he obtained an elementary-school geography book, read it, and took the examination again, with success. During

his first year of teaching some of the big boys came to him at recess time to settle an argument. Some of them thought their state touched the ocean, but others thought not. The teacher, telling the story to me more than 60 years after the event, said, "I didn't know whether North Carolina touched the ocean. I had never been outside those mountains." He and the boys learned that day, but the story gives some evidence of the low estate of scholarship in teacher education then. But this was not a distinctly Southern weakness. In the North, both my mother and my mother-in-law were teaching eighth grade the year after they had completed it.

#### LACK OF PEDAGOGY

As to materials and methods of instruction, the evidence, while scattered, testifies to the backward state of pedagogy through most of the nineteenth century. School libraries were almost unknown. Audio aids were unknown, and visual aids almost so. Wall charts and maps came into prominence only toward the end of the century, and then only in the exceptional classroom. I own a copy of one of the first such pieces of equipment. Published in 1861, it is a chart showing a tree. The trunk is the nation; the branches, the states and territories. Since the data given were standard information from textbooks, I cannot see how it aided in understanding anything.

With poorly educated teachers and in the absence of supplementary materials, usually the textbook must have been the course. And from the textbooks much can be deduced concerning the pedagogy of the nineteenth century. The books were intended to be memorized. A few of the early books were actually written in catechetical form, but most were written in chapters with numbered verses, as the Bible. Questions were provided, numbered to correspond to the verses. Here is a typical example from Charles A. Goodrich's *Child's History of the United States*. At the end of a lesson on page 63 the first question reads, "When did the War of the Revolution begin? Why was it so called?" One can almost hear the teacher read the questions and the small boy respond from memory the first verse of the lesson on page 60. "The War of the Revolution began in 1775. It is so called because it ended in the Independence of America." Indeed, the author wrote in the preface, "The simplicity of the plan renders unnecessary any direction as to the manner in which the book is to be taught, or studied."

But for his *History of the United States*, which

was probably the most widely used American history book during the generation before the Civil War, Goodrich saw fit to include what he called, "Remarks On Using This Work."

1. The General Division should first be very thoroughly committed to memory.
2. That portion of the work which is in larger type embraces the leading subjects of the history, and should be committed to memory by the pupil. That part which is in smaller type should be carefully perused.
3. It is recommended to the teacher not to make a severe examination of a pupil until the second or third time going through the book. This particularly should be observed in regard to young and backward pupils.

There you have the course in the teaching of the social studies and the course in educational psychology. Nor could Goodrich be accused of padding either course.

But Charles Goodrich was generous in requiring that only a little more than half the volume be memorized. His brother, Samuel, who wrote under the pseudonym of Peter Parley,<sup>1</sup> adhered more strictly to the rule. Parley's scholarship may be guessed from the fact that more than a hundred volumes, covering many different subjects, appeared over his name. The 1858 edition of his *History of the World* was prefaced with the remark, "It will be seen that a pupil may commit the whole volume to memory during a winter's schooling." The book contained 341 pages of fine print! Some idea of its style and content may be gained from the following excerpt. After a description of Rome under the emperors, a verse read, "But I am weary, my dear young readers! My heart grows sick and sad when I speak to you of these evil and miserable men. Forget what I have told you. Forget that such monsters have ever existed in the world." The "dear young readers" may be presumed to have known better than to forget immediately. Not only had the teacher been advised to have them memorize "the whole volume," but numbered questions, corresponding to preceding verses which described the "monsters," called for accounts of Tiberius, Caligula, Nero, Galba, Otho, and Vitellius.

Memorization continued late in the century. While attending high school at Sauk Centre, Minnesota, in the 1880's, Henry Johnson memorized Barnes' *Brief History of the United States*, Swinton's *Outline of Universal History*, Hopkins' *An Outline Study of Mankind*, and the Constitution of the United States. When he took the college entrance examination in general his-

tory he made a score of 100. The examination was based on Swinton. In American history he scored only 85. That examination was not based on the Barnes book, which he had memorized.

#### DEVELOPMENT OF SCHOLARSHIP

I have been describing some aspects of a period which some of our critics, even among historians, acclaim. Really, the social studies were in a bad state of affairs, lacking in both scholarship and pedagogy. But, even during that period, events were transpiring which were to bring profound improvement in both areas. Scholars in Europe, typified by Karl von Ranke, devised and refined the seminar as a means to advanced study in history. Thus, they made of history a respectable body of knowledge and of its study a respectable method of arriving at truth. Before the Civil War, American students returned from study abroad worthy of the name of scholars. But they became historians, college presidents, and statesmen, rather than teachers or textbook authors. George Bancroft was unique among them in founding a school and writing a school history book. Both school and book were failures, and Bancroft is remembered for his longer history and his service to the Navy.

But, after the Civil War, matters changed rapidly as the German-educated historians began to teach their subject in American colleges and universities. The first advanced college course in American history was taught at Michigan in 1868, the second at Harvard in 1869, and presently the movement was in full swing. Beginning in the 1880's considerable numbers of historical scholars were going out from the seminars at Johns Hopkins, Columbia, and Harvard to found college departments of history and political science in all parts of the United States. Whereas in 1870 there was hardly a college in the country with such a department, by 1900 there was hardly a good college without one. There were academic scholars in America at last, and teachers of the social studies could learn under their tutelage.

#### DEVELOPMENTS IN PEDAGOGY

Improvement in pedagogy was also on the way, and by much the same route as scholarship. In the pre-Civil War generation Americans brought back from Europe ideas for pedagogy as well as history. As in history, these leaders did not usually become college professors. Men like Mann, Barnard, Stowe, and Wiley headed embryonic state school systems. But, also as in the case of history, post-Civil War educators who had stud-

<sup>1</sup> For a colorful and illuminating sketch of Peter Parley, see Daniel Roselle, "Whatever Became of Peter Parley?" *Social Education*, January 1957.

ied abroad became concerned with teaching. The leading ideas in the pedagogy of the 1880's and 1890's were those of the German, Herbart. His disciples believed that the most important aims of education were concerned with character and citizenship. And the followers of Herbart thought that history was the most useful subject for carrying out those aims. Thus, for a brief period so-called "scholars" and so-called "educators" combined to achieve their purposes. I realize that this explanation is over-simplified, but it is not strange that the first "methods" book in history to be published in this country was edited by a psychologist and written by historians. Nor was it an accident that the majority of those summoned by the NEA Committee of Ten in 1892 to make recommendations concerning the social studies in the schools were college historians. Also, it was natural that the NEA should have asked the American Historical Association, then only 13 years old, to make its study of history in the secondary schools in 1897. Nor is it to be wondered at that the schools adopted the recommendations of the famous Committee of Seven which resulted from that request. And, finally, it is not surprising that, flushed with their success in the high school, the historians next attempted to frame a program for the elementary schools.

Thus, by 1910, scholarship had "arrived" in American social studies, and was firmly in the saddle. Social studies in the elementary school consisted of geography and history, neither of which could be taught as organized subjects in the primary grades. In the high school the approved program was six semesters of European history including the origins of European culture, one semester of American history, and one semester of government.

Let me turn my attention briefly to more recent developments. Since World War I we have made notable gains, principally in the area of pedagogy. We have reorganized curricula, although not always gaining thereby, so as to bring social studies closer to the lives of students. Much of this change has been forced by social change and assisted by some of the social scientists other than historians. Thus we have pushed social education into the primary grades in terms and experiences meaningful to little children. The program in the middle and upper grades remains principally history and geography. In the high school we have doubled the attention given to American history while we have cut in half the time allotted to the history of the world outside our own country. At the same time we have

greatly increased the amount of attention given to institutions and problems of the present world. Most of us would agree that if we are limited to one subject a year in social studies, these changes were desirable.

Aside from curricular reorganization we have improved much from a pedagogical point of view through increased understanding of the learning process: improved techniques of educational measurement; improved textbooks; improved and expanded libraries; the introduction and continued improvement of maps, globes, films, and other audio-visual materials; wiser use of community resources; better organization and administration of schools, and improved means of exchanging ideas within our profession, such as those provided by activities of this Council.

#### NEED FOR RENEWED EMPHASIS ON SCHOLARSHIP

The numerous gains which we have made in pedagogy during the present century must not be lost. But it is high time that we take another look at the other basis for sound and effective social education. There seems little doubt that a great gap has developed between schools and scholars. I do not want to argue here whether this is the result of a natural swing of the pendulum away from the rigid, unrealistic control which scholarship had achieved by 1910, of a usurpation by professional educators, or of the abdication of their responsibilities by scholars as they retired to their library carrels to devote themselves exclusively to research. Whatever the causes, the drift from scholars and scholarship is all too evident. It can be seen in the scornful use of the word, "traditional"; in the dogmatic rather than questioning condemnation of separate subjects; in the lack of attention to broad scholarly education in the preparation of those who operate schools and school programs; in petty certification requirements which hamper the achievement of scholarship by prospective teachers and keep some potentially good teachers of a scholarly bent from entering the profession; in the disappearance of academicians from the lists of consultants on curriculum revision; in great curricular "experiments" conducted without reference to academic scholars in the fields of knowledge involved; and in what John Haefner referred to in his presidential message to this Council a few years ago as the "creeping curriculum," in which, as he said so eloquently, "never have so many learned so little about so much." This situation was underscored by Paul Todd

*(Concluded on page 234)*

# The Role of Generalization in Teaching the Social Studies

Stanley E. Dimond

SOCIAL studies teaching for many years has been characterized by two general plans. Under one plan the primary concern of the teacher has been to teach facts. Under the second plan the primary concern of the teacher has been to help pupils relate facts to generalizations.

Under the "facts system" the amassing of a great body of information has been conceived to be the primary objective. Teachers following this plan contend that until pupils have a great many facts, they are not ready to draw conclusions. Under these teachers, if generalizations are made, they are made by pupils individually and play only a subservient role, usually a silent one, in classroom procedures. An increase in factual information is the actual goal.

Under the "facts-generalization" system teaching is viewed as a process of helping pupils to acquire facts, to see their relationships, and to arrive at conclusions. Teachers following this plan are concerned with facts but they are equally concerned with the generalizations pupils make from available facts. An increase in pupil understanding is the goal of this teaching procedure. Three reasons are usually advanced to support this system: (1) Learning remains piecemeal unless pupils generalize from acquired facts; (2) Forgetting of facts is more rapid than forgetting of generalizations; and (3) Having a generalization in mind contributes to the acquisition of useful facts.

In caricature the differences between these two plans can be illustrated by the following current events discussions occurring a short time after the record-setting filibuster by Senator Strom Thurmond of South Carolina. The "Facts Teacher"

The author of this article is Professor of Education at the University of Michigan. He is a past president of the National Council for the Social Studies, and for several years served as Director of Social Studies in the public schools of Detroit. Dr. Dimond is coauthor (with Elmer F. Pflieger) of *Our American Government* (J. B. Lippincott Company).

asked questions like these: "Who is Senator Strom Thurmond? What did he do recently in the Senate? How long did he talk? What is a talk like this called? What is a filibuster?"

The "Facts-Generalization Teacher" proceeded in this manner: "Recently Senator Strom Thurmond of South Carolina set a new record for speaking in the United States Senate. He conducted a one-man filibuster against the Civil Rights Bill. Why did he talk so long? What results did his filibuster have? Do you approve or disapprove of filibustering? Why? Should the Senate adopt a rule to prevent filibusters?"

There are similarities and differences in these approaches. Neither is entirely factual, neither is purely concerned with generalization. Each teacher is concerned with the facts of the incident. The first teacher is primarily concerned with whether the pupils have acquired these facts. The second teacher reviews the facts for the class and tries to put the facts to use. Each teacher is concerned with generalizations. The first teacher wants to be sure that pupils have acquired a meaning for the word filibuster. Definition and generalization are applied as synonyms by this teacher. The second teacher is concerned with cause and effect relations, with reasons behind actions, and finally with a judgment generalization about the practice of the filibuster. This teacher views generalizations as synonymous with tentative conclusions or hypotheses.

An eighth grade boy, after a one-period class discussion of the filibuster, wrote, "I think the Senate should adopt rules to debate public matters the same way we debate in school. There should be so many minutes for one side and then so many for the other." Without judging the quality of his conclusion, this pupil had generalized from the information available to him and was ready to acquire new learning.

This crude illustration points up a basic issue in teaching the social studies: Should teachers limit their teaching to facts or should the facts be related to generalizations? The trend has been toward the generalization approach. The gradual

evolution has been toward the *use* of information rather than just the *acquisition* of information. The replacement of the lecture, the question and answer recitation, the assignment of pages to be covered, by discussion procedures, unit organization, and problem solving indicate the extent of change that has occurred.

Each system certainly has dangers. Teaching that never puts facts to use results in boredom, disinterest, and a low level of learning. Yet, there are teachers who insist that pupils can't use facts to generalize because the pupils don't yet have all the facts. Such an elementary teacher, in effect says, "I'll teach the facts, then in high school the boys and girls can generalize." But a high school teacher of this type seems to say that the pupils don't know the facts yet, so must wait until college before they draw conclusions.

While it is dangerous to generalize without facts, no one can ever have all the facts. But this should not keep us from making generalizations. Most of us have to generalize with such facts as we have at our command. This should be the situation in social studies classes. A failure to generalize is a fatal defect in social studies teaching.

Jersild and Tasch have reported that, "the main exception to the tendency to praise the academic subjects more often than to criticize them appears in connection with the social studies. Except in the first three grades . . . children who complained consistently outnumbered children who spoke well of topics which fell under this heading."<sup>1</sup> Other studies have confirmed that approximately half the pupils in schools do not like their classes in social studies. Much of this disinterest arises from methods that overstress acquisition of facts. How much non-voting, lack of participation in civic affairs, and disinterest in politics among adults originated in dull social studies classes that overstressed facts?

But there are dangers in the generalizing procedure too. Some discussion in social studies classes is not based on facts, so teachers find it necessary in class discussions to insist that pupils get and use accurate facts before continuing the discussion. There are dangers of overgeneralization—going too far with the facts available. There are dangers in poor logic, such as drawing wrong inferences or wishful thinking. Yet, it is these very dangers that provide the highly valued teaching situation. The learning opportunity is

great when critical thought creates awareness of any one of these weaknesses.

The trend toward using facts to formulate generalizations and to test generalizations has great merit. In this system the role of generalization in the social studies seems to be two-fold: (1) to provide a framework around which facts can be acquired and organized (inductive thinking); (2) to provide opportunity to test the truth or falsity of generalizations (deductive thinking).

Facts are learned best when a pupil has an interest, a curiosity, an end-in-view. In spite of the popularity of the TV quiz show with its reward for the isolated fact, the encyclopedic approach to learning is not the best way to learn. The pupil who is trying to ascertain the unique features of democratic life—such as majority rule, concern for the general welfare, liberty, or respect for minority rights—acquires more facts than the pupil who merely learns the factual content of the first 10 amendments to the Constitution. In this sense the generalization provides the "big idea" around which other learning is acquired.

But a generalization should also be viewed as a tentative hypothesis which is held until new evidence requires modification of the hypothesis. The generalization that state legislatures should adopt the unicameral system was popular 20 years ago when Nebraska adopted the one-house legislature. But the high school student today who tests that generalization by inquiring why no other state has adopted the system learns more about government than if only required to respond to the question, "Which state has a unicameral legislature?" Social studies teaching is at its best when pupils have learned, through experience with the process, that generalizations need to be tested periodically.

The dual nature of the use of the generalization is illustrated in modern textbooks. The good textbook is based on generalizations. It is not an encyclopedia of facts. The textbook cannot deal with all things and must, therefore, deal with the highly significant matters. Paul Hanna in a discussion of "Generalization and Universal Values" has described the careful analysis of generalizations which should go into the modern textbook.<sup>2</sup> Based on generalizations the author should array the facts as accurately and fully as possible. Here the integrity of the author is paramount. Slanting, distortion, omission of important facts is

<sup>1</sup>Arthur T. Jersild and Ruth J. Tasch. *Children's Interests and What They Suggest for Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1949. p. 27.

<sup>2</sup>National Society for the Study of Education. *Social Studies in the Elementary School, Fifty-sixth Yearbook, Part II*. Chicago: University of Chicago Press, 1957. p. 27-47.

simply dishonest. In controversial matters, where there is not general acceptance of available evidence, alternative generalizations are presented.

The tentative nature of the hypotheses can be emphasized by textbook writers by showing contrasting points of view or by highlighting the minority viewpoint. End-of-chapter materials which emphasize thoughtful questions or unique situations provide ways in which the author can say to the readers: "Do you agree? What facts have been omitted? Is there new evidence?"

The textbook which has generalizations provides the teacher with one of the helpful teaching devices, the springboard technique.<sup>3</sup> In essence this device selects a generalization such as, "State legislatures should be reapportioned every ten years," and asks pupils, "Is this correct? Are there other solutions to the conflict between rural and urban areas? Would 20 years be better?" The textbook used in this manner increases factual knowledge and provokes critical thought.

The well-developed courses of study or re-

<sup>3</sup> Maurice P. Hunt and Lawrence E. Metcalf. *Teaching High School Social Studies*. New York: Harper and Brothers, 1955, p. 344-47.

source units illustrate the same dual nature of generalization. The course or unit is developed around understandings, skills, or attitudes which provide a framework for acquiring and organizing information. The activities, readings, and audio-visual materials, in addition to aiding in the teaching of facts, provide opportunities to test generalizations.

The rapid increase in knowledge makes obsolete much of the factual information learned today. Unless facts are employed to test the truthfulness of generalizations the learning process is incomplete. As Earl S. Johnson has stated, "Generalizations abstract from a welter of facts those which 'go together.' Thus they reduce to order what would otherwise be a meaningless hodge-podge of disconnected facts. Without the power to generalize, our experience would be chaotic and unorganized."<sup>4</sup>

The reciprocal relationship between facts and generalizations is the focal point in modern textbook writing, in developing courses and units, and in classroom teaching of the social studies.

<sup>4</sup> Earl S. Johnson. *Theory and Practice of the Social Studies*. New York: The Macmillan Company, 1956, p. 291.

## THE SOCIAL STUDIES

(Continued from page 231)

this fall on the editor's page of the October issue of *Social Education*.

It should not be necessary for me to explain that I am a supporter of our system of public education. It must be well-known that I have met, in open debate before their own groups, some of our leading academic critics. But I am forced to say that if we are to establish and maintain the desired active cooperation between the schools and their natural allies, the academic scholars, we must see to it that our own attitudes and conduct are such that cooperation is possible. The most crying need in education today is that the gap between schools and scholars must be bridged and, eventually, filled.

There are many signs that now is the time for a concerted effort to achieve that cooperation. Among these signs are the success being achieved in some other fields; the establishment by the American Historical Association of a standing committee on teaching, including among its members a high school teacher and several professional educators; the activities of the Service Center for Teachers of the American Historical

Association, including the publication of pamphlets written for teachers by historians and the preparation of a list of historians who are willing to serve as consultants on school curricula; similar, if less spectacular, demonstrations of interest from social scientists other than historians; and the generous contributions of academic scholars from many fields to this Council through articles for our publications, participation in our programs, and service among our officers and on our committees. It may one day be recorded that the most significant action taken at this meeting was the initiation of a National Commission for the Strengthening of the Social Studies, the Commission to seek to bring together those whose cooperation is essential to this purpose.

The time is ripe for schools and scholars and professional and academic educators to unite in the common cause of enlightenment. We must not let it slip away. Let all of us use whatever influences we have to the end that our educational program reaps the enormous benefits which can accrue from advances in scholarship and pedagogy.

# Francis Parkman: Of Life and the Library Table

Albert Alexander

LIKE the early French adventurers on this continent whom he so greatly admired, Francis Parkman (1823-1893) also was a vigorous and intrepid pioneer. Born into a well-to-do minister's family in Boston, Parkman was able to plan a life devoted to study, travel, and writing. His Puritan background and his Beacon Hill Brahminism instilled in him a love of learning and a fierce pride in his country's origins—although he was severely critical of certain features of this heritage. Parkman was less fortunate in his physical makeup, for he was beset by an accumulation of physical and neurological ills. Although he was half-crippled and semi-blind, he overcame the prison of his poor constitution and managed to lead his readers through the virtually uncharted, and even unclaimed wilderness of early American history. Isolated at times like those solitary and undaunted explorers from France, he shared their intense love of nature. More articulate than they, he extended to his readers—in prose of moving and sometimes majestic beauty—nature's cup "brimming with redundant pleasure." "Ferociously accurate and savagely thorough," he labored for over fifty years on the "history of the American forest": *The Story of France and England in North America.*<sup>1</sup>

A believer in the creed that an historian had to be a "sharer or spectator of the action he describes," Parkman journeyed far and wide to visit the areas he so minutely depicted. He looked with "scorn on those who buried in useless lore, are blind to the world of nature." As a youth (in 1846) he undertook the dangerous and difficult trip to the Black Hills to study Indians as he believed they must be studied—in their "native wilds."<sup>2</sup> These first-hand observations helped him

to understand Indians, who were to play an important supporting role to the French and English on his vast stage. (Straining his delicate frame as it did, this arduous journey effectively launched Parkman on a life of semi-invalidism. There were times when, even with the utmost willpower, he could not concentrate for more than five minutes; and there were long periods of time—years, in fact—when he was unable to do even this little.)

In his dedicated quest to understand the "life and spirit of the time," Parkman dug deeply into original sources. He industriously accumulated copies of materials in archives foreign and domestic, public and private, and gathered information from scattered journals and obscure diaries. Leaving no stone of evidence unturned, this most careful observer felt obliged to explain that "that pompous spectre which calls itself the Dignity of History would scorn to take note of" some of these records. The 70 folio volumes which he donated to the Massachusetts Historical Society are a testimonial to a true scholar who spared neither himself nor his fortune to add to the sum total of man's knowledge. Romantic in spirit but realistic in his judgments, Parkman saw the epic side of the grim and frequently petty struggles between the French and the English over North America. He loved his heroes, La Salle, Frontenac, and Wolfe, and dramatically presented them in prose worthy of the epic position which they occupied in his tableaux. It would be wrong to present Parkman as an uncritical hero-worshipper. Actually he was a careful delineator of character. Where his *dramatis personae* encounter one another in philosophical or mortal combat, he puts them, their thoughts and actions, through a kind of double strainer: they judge one an-

Dr. Alexander, who teaches social studies in Brooklyn (N.Y.) Technical High School, and who in recent years has contributed a number of articles to *Social Education*, here discusses one of America's most distinguished historians.

<sup>1</sup> In keeping with Parkman's usage, "England" instead of "Britain" will be used throughout. See *Pontiac*, I, XIII.

<sup>2</sup> His first volume, now a classic tale of adventure, *The Oregon Trail* (1849), resulted from the trip. The interesting "source book" for this and other Parkman works, *The Journals of Francis Parkman*, has been edited by his most recent biographer, Mason Wade.

other; then the judicious author, his eyes on the standards of their time, evaluates the "evidence."

Parkman enriched our historical literature with what are now classic descriptions of events: we witness the unfortunate removal of the Acadians—with the historian's interest in the provocative, as well as the poet's concern for the human tragedy. The sack of Deerfield becomes for us a vivid nightmare of frontier life; Brad-dock's campaign and rout at Fort Duquesne has a "you-are-there" quality as Parkman accurately described the sights and sounds of the forest, and the spirit and actions of the men. We accompany the English and the French, their martial regu-lars and footloose irregulars together with their temperamental Indian allies, through the see-saw contests—the battles of Fort William Henry, Louisburg, Oswego, Crown Point, and Ticonderoga. And finally we view the supreme drama: the last act on the Plains of Abraham. In a sense, Parkman enabled a phase of American history—the "grand world of the woods" which until then had been unchronicled by any historian of note.

In one way, Parkman's history is a gracious tribute to those French virtues which produced the adventurous La Salle and the pious Father Jogues. But in a larger sense, the work glorifies the development of Anglo-Saxon liberty. It is concerned with the effect of that liberty in creating a rock-like unity in New England as contrasted with French absolutism which left Canada a collection of "pebbles." "A man to be a man," Parkman held, "must feel that he holds his fate in some good measure, in his own hands." For him, Canada, with its "monopoly in trade, monopoly in religion, and monopoly in government" did not prepare men in any great measure for such independence. The "boon of rational and ordered liberty" had to be imposed by the English sword in 1763.

Parkman, it should be noted, was no great believer in the forest as a breeding ground for liberty. It produced in the Indians a "wild" sort of liberty and made the *courreurs de bois* "anarchical." Even the American frontiersman was no great champion of his creed of "ordered" liberty. In un-Turner-like language Parkman referred to the pioneer as the "repulsive transition from savagery to civilization." Still the advent of industry and the rule of the masses were not the final answer. For now the "highest growth of the individual" was threatened.<sup>8</sup> Parkman espoused no political panacea for freedom but argued that it

<sup>8</sup> Parkman thought this important enough to reserve for it the final paragraph of *Montcalm and Wolfe*, II, p. 429.

came to those who were fit for it. (Especially, he thought, the "peculiarly masculine" Anglo-Saxons.) His studies convinced him that rival populations or rival faiths forced a competition in the "race of intelligence and knowledge" which then better fitted a population for freedom. (Parkman's advocacy of cultural pluralism deserted him, however, with the great influx of the "low and socialistic" Irish into Boston!)

Parkman was convinced that Canada's "principle of exclusion"—"no *Mayflower* ever left a French port"—was the main reason for French failure in America. Although he believed Eng-land's reversal of this policy to be the cause of her success, that judgment did not make Parkman an uncritical admirer of the English position. Admittedly, he carried the banner for the Anglo-Saxon "race," and it is easy to cite the frequent pages on which he "waves" this emblem. However, as a man of stern conscience, critical by nature and by training, he never could be a crude or dishonest propagandist. Parkman presented both sides (more if necessary) on all im-portant questions. He qualified judgments for which he deemed the evidence insufficient. If there is one quality in his writing that is easily discernible, it is his honest forthrightness. Thus, in weighing the French and English qualities Parkman, the self-confessed "reverent agnostic," lashed out at New England for its "assiduity in pursuit of gain . . . promoted to the rank of duty, and thirst and godliness . . . linked in equivocal wedlock."

"Socially," he admitted, New England "suf-fered from that subtle and searching oppression which the dominant opinion of a free community may exercise over the members who compose it." In fact, as has often been observed, he seemed more critical of the English position and more inclined to praise the French in his later volumes.

Parkman envisioned his vast work, first con-ceived when he was 18, as a "series of historical narratives." Actually, they are a series of mono-graphs fulfilling a grand design. Parkman pro-posed to tell the complete story of the struggle for control of North America: from Cartier's planting of the first French flag to Montcalm's lowering it more than two centuries later. Al-though he had occasion to revise radically four of his studies,<sup>4</sup> he was not able to fulfill his final ob-jective of fashioning his monumental work into one continuous narrative.

<sup>4</sup> These were: *Pontiac*, *La Salle*, *Pioneers*, and *The Old Regime*. In all these cases, the revised editions have been consulted. Note also that the titles used are the later ones.

*The Conspiracy of Pontiac and the Indian War After the Conquest of Canada*<sup>5</sup> (two volumes, 1851) from its very title indicates that this first study was, strictly speaking, a sequel to his great enterprise. "It aims," the author declared, "to portray the American forest and the American Indian when both received their final doom." Discursive in treatment, it nevertheless approaches his goal—"to reproduce an image of the past with photographic clearness and truth." Separated by some fourscore years from the bloody events, Parkman was able to give his narrative a first-hand feeling because he had checked the local traditions, had visited the sites of all principal events, and had even spoken to some survivors!

Some 14 years later in *Pioneers of France in the New World*, Parkman inaugurated his great work. Two sections replete with memorable descriptions comprise the book. One, "the stormy dawn of American history," deals with the ill-fated attempt of the Huguenots to establish a colony in Florida in the face of fierce Spanish opposition. The second section introduces Samuel de Champlain and his calculated but daring exploits which helped France earn the title of the "true pioneer of the Great West."

Subsequent volumes appeared rapidly. Realizing the tremendous part which the Church played in the "wilderness drama" of early Canada, Parkman next delved into the history of the *Jesuits in North America in the Seventeenth Century* (1867). Neither a friend of the Jesuits in their historic role, nor of their specific religious and political objectives in converting the Indians, Parkman nevertheless presents with objectivity and understanding their good deeds and self-sacrificing zeal. Indeed, Father Isaac Jogues is easily the hero of this account. Parkman also indicates the pivotal role of the Indians—especially the Iroquois—and shows how events connected with them were to concern the future of the infant English colonies.

*La Salle and the Discovery of the Great West* (1869) recounts the story of the greatest adventurer of them all. "This masculine figure was the pioneer who guided her [America] to the possession of her richest heritage." An enthralling account of a great man's explorations and difficulties (including a fine psychological study), the book limns in fascinating detail the "wild and mournful" story of France's exploration of the areas of the Great Lakes and the Mississippi.

<sup>5</sup> See Volume I, p. 1-160, for a good summary of Parkman's main themes.

Canada's metamorphosis from mission to trading station to the status of a "real colony" is foreshadowed in previous volumes, but the complete story is described in *The Old Regime in Canada* (1874). In its treatment of political and social forces this monograph perhaps best qualifies as "modern" history. Skillfully shuttling between the old and new worlds, Parkman was interested in weaving generalizations which would reveal how the unregimented qualities of New England won over the "incessant supernaturalism" and absolutist pretensions of Canada.

The conviction that Canada's "organic fault"—its absolutist tendencies—made defeat inevitable did not prevent Parkman from admiring the "most remarkable representative of the Crown in the New World." In *Count Frontenac and New France Under Louis XIV* (1877) we encounter a Parkman hero and the details of his grand scheme of military operations by which he hoped to checkmate the English colonies.

Parkman's love of the dramatic, and even the heroic, received full expression in his account of the Seven Years' War and its story-book leaders. *Montcalm and Wolfe* (two volumes, 1884) is generally described as his finest work—and its perfectionist author agreed in this judgment. Excellent characterizations abound, not only of the "heroes," but also of those with "walk-ons"—the curé and simple frontiersmen who illustrate "characteristic traits." In this, the story of the final contest for North America, Parkman (with the detail of a Gettysburg guide) leads the onlooker through the climactic Battle of Quebec.

Actually, the last written volume, *Half-Century of Conflict* (two volumes, 1892), belongs chronologically ahead of the previous work, since it spans the years between Frontenac and the Seven Years' War. As Parkman's preface states, this study lacked "an unbroken thread of narrative."<sup>6</sup> He declared, however, that the book's purpose was to be found in the contrasting characters and methods of the French and English during the half-century of border conflicts between Canada and New England. In this particular work Parkman's admiration for the adventurous spirit of the French is quite evident. There are many notable descriptions of their activities in the fur trade, the Far West, and the Mississippi Valley.

Seldom does an historian leave so rich a heritage as did Francis Parkman. His literary style still evokes critical acclaim. Specialists continue

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<sup>6</sup> Parkman also wrote prefaces which contain the best summaries of his work to be found.

# Bestor and the "Social Studies"

Leo J. Alilunas

**O**N THE research level, the historian is now eager to utilize the disciplines of such other fields as psychology, archeology, and sociology in his broadened conception of the nature of history. So stated a news magazine article on the "history boom."<sup>1</sup> Paradoxically, on the teaching level, the historian tends to be extremely suspicious of the "mélange of history with other subjects and teaching it under the name of "social studies."<sup>2</sup>

Perhaps the most "embattled opponent" of the term, "social studies"—at least in the minds of the laymen—has been Arthur Bestor, Jr., history professor at the University of Illinois. Bestor is president of the Council for Basic Education. Highly critical of educational practices in American secondary schools, he urges that they return to what should be their real purpose—the teaching of the basic subjects of science, mathematics, history, English, and foreign languages.<sup>3</sup>

Bestor has no use for the term, "social studies." He believes it has contributed to the "watering-down of the high-school curriculum."<sup>4</sup> As he sees it, the "social studies" have helped to bring about the situation of low standards of intellectual training in our high schools. In Bestor's mind, the term, "social studies," has come to mean a worship of "excessive contemporaneity." Such emphasis endangers the identity of history. Bestor would have the term, "social studies," done away with. While Bestor considers the "social studies" an educational illegitimate, he does not mind the use of the "social sciences" as a classificational term—provided history and the other social sciences are clearly differentiated as disciplines which deal with the study of society. He is willing to concede that history has the same relationship

to the social sciences that mathematics does to the natural sciences.<sup>5</sup>

In his intense dislike for "excessive contemporaneity," Bestor associates it with "social studies." He cannot see that the term can be applied logically to something more than teaching a youngster how to act when he goes out on a date. To Bestor, "social studies" means "life adjustment."<sup>6</sup>

Apparently, he has little appreciation of the following definition which the Committee on American History in Schools and Colleges has given: "The over-all term for the subjects of instruction which stress human relationships is social studies. The social studies constitute a field and not a subject, a federation of subjects and not a unified discipline."<sup>7</sup>

Bestor does not accept the distinction between the social sciences and the social studies which the director of the Committee, Edgar B. Wesley, has made. Wesley has used the social studies as a term which relates to instructional purposes and the social sciences as a term which relates to scholarly materials about human beings and their interrelations.<sup>8</sup>

<sup>1</sup> "The Big Boom in History," *Newsweek*, February 25, 1957, p. 116.

<sup>2</sup> *Ibid.*, p. 116.

<sup>3</sup> "We Are Less Educated Than 50 Years Ago," *U. S. News & World Report*, November 30, 1956, p. 68-69; Arthur Bestor, "The Fundamentals of Education," *Vital Speeches*, August 15, 1954, p. 658-659; Arthur E. Bestor, Jr., "Life Adjustment" Education: A Critique," *American Association of University Professors Bulletin*, Autumn 1952, p. 412-441.

<sup>4</sup> "We Are Less Educated Than 50 Years Ago," *U. S. News & World Report*, November 30, 1956, p. 69, 74. Bestor refers to the nickname, "social stew," which he and other students gave to a course in the "social studies" at the Lincoln School of Teachers College, Columbia University, in the mid-1920's. Arthur Bestor, *The Restoration of Learning*, New York: Alfred A. Knopf, 1955, p. 143.

<sup>5</sup> Arthur Bestor, *The Restoration of Learning*, p. 126-127.

<sup>6</sup> "We Are Less Educated Than 50 Years Ago," *U. S. News & World Report*, November 30, 1956, p. 69.

<sup>7</sup> Report of the Committee on American History in Schools and Colleges of the American Historical Association, the Mississippi Valley Historical Association, and the National Council for the Social Studies, *American History in Schools and Colleges*, New York: The Macmillan Company, 1944, p. 56.

<sup>8</sup> Edgar B. Wesley, *Teaching the Social Studies*, Boston: D. C. Heath and Company, 1942, p. 5-6.

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Nor, apparently, does this definition of the social studies impress Bestor—a definition worked out by the National Council for the Social Studies: "The term, 'social studies,' is used to include history, economics, sociology, civics, geography and all modifications or combinations of subjects whose content as well as aim is predominantly social."<sup>9</sup>

Bestor insists that history as history is indispensable to education for intelligent citizenship.<sup>10</sup> He deplores the establishment of the social studies movement in American secondary education and regards it as the product of the conspiracy of professional educationists.<sup>11</sup>

Bestor has made no effort as a historian thus far to study comprehensively the various factors involved in that movement.<sup>12</sup> He ignores the impact of new theories in educational psychology and philosophy and the new economic and social trends in the development of the new program of American citizenship education. He seems unaware of the influence of functional historians such as James Harvey Robinson, Charles A. Beard, and Carl Becker, who became leaders of the new history movement and wanted something for youth beyond a dreary chronological study of politics. They asked that history help modern society answer its questions.

Bestor ignores the role of the political scientists, economists, and sociologists who, with the assistance of civic groups, built up pressure for a new secondary-school social studies curriculum. They wanted instruction which would include not only history courses in the high school social studies but which would recruit material from political science, economics, and sociology. He seems to have forgotten, too, that the system of history courses, fashioned by the American Historical Association's Committee of Seven in 1899 and modified slightly in 1910 by the Committee of Five, was not in actual practice working out adequately by 1916.<sup>13</sup>

<sup>9</sup> Edgar Wesley, *op. cit.*, p. 631.

<sup>10</sup> Arthur Bestor. *The Restoration of Learning*, p. 129.

<sup>11</sup> Arthur Bestor. *Educational Wastelands: The Retreat from Learning in Our Public Schools*. Urbana: The University of Illinois Press, 1953. p. 106.

<sup>12</sup> Leo. J. Alilunas. "The Evolution of the American Secondary-School Social Studies Movement of 1916." A summary of a dissertation for the Doctor of Philosophy degree in Education at the University of Michigan. *Educational Administration and Supervision*, November 1947. p. 411-417.

<sup>13</sup> Edgar Dawson. "College Entrance Examination Papers." *History Teacher's Magazine*, December 1912. p. 218-221; William Scott Ferguson. "Report of the Committee

In his anxiety about the present status of school history Bestor places blame upon university professors of history. He charges them with letting the "partisans of contemporaneity" take over the control of the National Council for the Social Studies.<sup>14</sup> Bestor's anxiety about the status of school history reminds me of the apprehension which historians showed concerning secondary school history in the period between 1910 and 1924. It was in this period that historians lost their monopoly over curriculum making in American citizenship education.

At the 1917 meeting of the American Historical Association, Rolla M. Tryon of the University of Chicago bluntly told the Association it was in real danger of losing leadership in curriculum making. He cautioned historians against taking an autocratic attitude and advised them to face realistically the conflict between themselves, the other social scientists, educational psychologists, and school administrators. He urged then,<sup>15</sup> and several years later at another meeting of the association,<sup>16</sup> that historians give serious consideration to various possible curricular adjustments which might be made between history and the other social studies.

At the annual meeting of the association in 1923 Edgar Dawson reported that ancient history, medieval history, and English history had lost ground as high school subjects, while the new social studies were steadily gaining in popularity.<sup>17</sup> Sadly, the historians admitted that their curriculum program was in a state of cultural lag. The history programs prepared by their former committees were no longer adequate solutions of the problems involved in the adjustment of history to the other social studies. The historians had not kept up with the times!

The social studies movement in American sec-

on History in Schools." *Annual Report of the American Historical Association*, 1916. 1:91-93; Carl Becker. "History in the High School Curriculum." *Educational Administration and Supervision*, June 1916. p. 377-378; Henry Johnson. *Teaching of History*. New York: The Macmillan Company, 1915. p. 159-160.

<sup>10</sup> Arthur Bestor. *The Restoration of Learning*. p. 129-131; Arthur Bestor. *Educational Wastelands: The Retreat from Learning*. p. 106.

<sup>11</sup> "Proceedings of the Conference of Teachers of History." *Annual Report of the American Historical Association*, 1917. p. 230-231.

<sup>12</sup> "Conference Upon Desirable Adjustment Between History and the Other Social Studies in Elementary and Secondary Schools." *Historical Outlook*, March 1922. p. 78-83.

<sup>13</sup> "The Meeting of the American Historical Association at Columbus." *Annual Report of the American Historical Association*, 1923. p. 39; 55.

ondary education, begun in 1916, inaugurated a new era of instruction in the study of human society. The question no longer was one of whether the social studies other than history should be taught. The curricular monopoly of history was broken. In the modern era, which has been characterized by considerable experimentation, the big question has been how the secondary school social studies should be organized. Course offerings in the social studies in American high schools include history courses, courses in geography, economics, government, and sociology, as well as a course in problems of American democracy.<sup>18</sup> In the latter course, content is drawn from the areas of history, government, economics, sociology, and, more recently, psychology.

Bestor's writings do not serve to promote enlightened thinking on curriculum issues involving history and the other social studies. Rather, he has tried to widen the gap between scholars in history and the other social sciences and the professional educationists. The professional educationists are his favorite target—his *bête-noire*. In demagogic fashion Bestor perpetuates the old conflict between scholarship and education. He reminds me of the situation many years ago when Henry Johnson became a member of the faculty of Teachers College, Columbia University. He came to the office of Professor Dunning, the historian, to pay his respects. Dunning had helped to bring Johnson to Columbia. Dunning asked, "Be you the guy what teaches them methods in Teachers College?" Then, he warned Johnson never to say pedagogy to him.<sup>19</sup>

Bestor is obviously irritated with one curricular approach, the life-adjustment program, which he associates with the term, "social studies." There

<sup>18</sup> Emlyn Jones. "Analysis of Social Studies Requirements." *Social Education*, October 1954. p. 257-258.

<sup>19</sup> Henry Johnson. *The Other Side of Main Street: A History Teacher from Sauk Centre*. New York: Columbia University Press. 1943. p. 200.

fore, he would abolish the term. There are many teachers in the field of the social studies who also do not like the life-adjustment movement as a pattern of citizenship education. But they do not propose abandoning the term. They have a broader conception of the meaning of the "social studies" and realize there are various ways of organizing them for instructional purposes.

Nor has the National Council for the Social Studies considered the possibility of changing its basic definition of the social studies. This outstanding organization of social studies teachers encourages curricular debates in its convention sessions and in its publications. So far as I know, the National Council for the Social Studies does not recommend any particular curricular arrangement relating to the social studies.

Bestor suggests that the "extravagant partisans of contemporaneity" have taken over control of the National Council for the Social Studies. In his mind, the Council is run by educationists! They are acting to squeeze out history in favor of the study of contemporary problems—and "social adjustment"!<sup>20</sup> Bestor scolds the American Historical Association for what he calls its apathy in curricular problems relating to citizenship education.<sup>21</sup> But Bestor's dogmatic assertions about the "social studies" hardly qualify him for intellectual leadership in the badly needed task of bridge-building between the scholars in history and the other social sciences and the professional educationists.

The American Historical Association is reviving its interest in the teaching of history in the United States. It has established a Service Center for Teachers of History. This is a progressive step. It needs to undertake other projects to promote an effective liaison between scholars and teachers of social studies. It needs leaders who can communicate with educationists in the field of the social studies—not alienate them.

<sup>20</sup> Arthur Bestor. *The Restoration of Learning*. p. 130.

<sup>21</sup> *Ibid.*, p. 130-131.

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"You do not educate a man by telling him what he knows not, but by making him what he was not. Education is a moral experience and so teaching is a moral act. The entire object of a true education is to make people not merely do the right thing, but enjoy the right thing; not merely industrious but to love industry; not merely learned but to love knowledge; not merely pure but to love purity; not merely just, but to hunger and thirst after justice." (John Ruskin, quoted in Earl S. Johnson, *Theory and Practice of the Social Studies*, Macmillan, 1956. p. 1.)

# Using Cartoons in the Classroom

Jack W. Entin

**W**E HAVE used editorial cartoons in our own classrooms for a number of years, obtaining them from newspapers, magazines, and periodicals, and mimeographing them in sufficient quantities for distribution to each member of the class. It is a simple enough matter to trace the cartoons on a stencil. On occasions we have done this job ourselves; on other occasions we have enlisted the aid of one of the students. After the cartoon has been traced, we have added two groups of questions, one for test purposes, and the other designed to stimulate class discussion.

Teachers interested in making use of this teaching device should bear in mind that part of the secret of success is in the selection of appropriate cartoons. A case in point is the Herblock cartoon which appears on this page. For permission to reproduce this cartoon we are indebted to Mr. Herbert L. Block, one of the country's most distinguished cartoonists, and to the *Washington Post*, which printed the original on October 2, 1957.

From even a casual glance, a reader will see that this cartoon is not only timely but that it deals with a matter of vital interest to adults and students alike. No one can miss the point the cartoonist is making. The problem he graphically presents is one that will surely challenge any thoughtful student.

Because the cartoon is timely and because it deals with a controversial subject, it provides an excellent means of motivating a meaningful class discussion. But it does more than this, for the moment the students become involved in such a discussion they feel the need for additional data, and they are stimulated to do further reading and research.

Although editorial cartoons appear on the bulletin boards of classrooms throughout the country, we have been surprised, considering our own success with this device, that more teachers have



not used cartoons, as we have done, to stimulate classroom discussion of basic concepts in the social studies.

#### FOR TEST PURPOSES

The Herblock cartoon presents an editorial opinion. Study the cartoon. Then answer the following questions.

1. Both Congress and public opinion are divided on the need for a higher budget. What is Herblock's opinion on the subject? Justify your explanation by mentioning the essential facts in the cartoon.

2. Do you agree or disagree with the cartoonist? Explain your point of view and substantiate your arguments by reference to the illustrated facts and other facts which are not portrayed.

#### FOR CLASS DISCUSSION

Why does "politics" demand lower taxes?

Why is the rapid lowering of taxes dangerous?

Why are "defense needs," "school needs," and a "loan to India" such great road blocks?

Why is there an air of impending doom?

How would you resolve the problem?

Dr. Entin, who teaches in Forest Hills (N.Y.) High School, is a member of the Audio-Visual Committee of the National Council for the Social Studies and editor of the *A.T.S.S. Bulletin*.

# Workshop in American Studies

Julian C. Aldrich

THE American Studies Program and the College of Education of the University of Wyoming and the Wyoming State Department of Education sponsored an American Studies-Core Curriculum Workshop in the summer of 1957. English and social studies teachers from 10 states met for five weeks to explore the possible applications of the American Studies approach to the core curriculum and to related-fields programs in the junior and senior high schools and to develop resource units utilizing the American Studies approach.

The Workshop was made possible by a grant to the University of Wyoming by the Coe Foundation, and was supervised by a committee made up of Miss Velma Linford, Wyoming State Superintendent of Public Instruction, and the following educators from the University of Wyoming: Professor Robert H. Walker, Acting Director, American Studies Program; Dean Harlan Bryant, College of Education; Professor George Hollister, Director of Undergraduate Teacher Education; Professor Eugene Cottle, College of Education. Professor Cottle served as Chairman of this Committee and as University Coordinator of the Workshop; the writer as Workshop director.

In order to carry out the purposes of the Workshop, it seemed that each of the following emphases should receive special attention:

A full consideration of the American Studies approach and its application to junior and senior high school programs.

A continuous emphasis on the letter and spirit of scholarship,<sup>1</sup> both from the point of view of the separate disciplines and from the point of view of the broad inter- and multi-disciplinary focus of the American Studies approach and the social education programs of the schools.

A continuous emphasis on the requirements of the teaching-learning process, especially as it relates to the junior and senior high school students.

The coordination of the above in relation to teaching plans in the schools, and the planning and writing of resource units which express the American Studies approach.

Dr. Aldrich, a past president of the National Council, has served as consultant to curriculum workshops in Florida, Tennessee, Maryland, Texas, Oklahoma, Washington, New Jersey, and New York. He is Professor of Education at New York University.

Although specific Workshop time was assigned to these emphases individually, each was a thread running through each day of work and study.

The American Studies approach was presented formally on the first day of the Workshop by the Acting Director of the American Studies Program of the University. The materials used were frequently referred to by the staff. The eight members of the Workshop who had been in American Studies programs helped in further interpretation and application of the approach. Members of the faculty of the College of Liberal Arts presented explanations and illustrations of American Studies. By means of frequent conferences, the Acting Director of the American Studies Program, the University Coordinator, and the Workshop Director sought to keep the four emphases mentioned above continuous and balanced.

Continued emphasis on the letter and spirit of scholarship was provided by the lectures of the resident and visiting faculty of the College of Liberal Arts, and especially of the faculty of the American Studies Program. Professors of history, literature, sociology, and art presented lecture-discussions. All the members of the Workshop attended the weekly evening lectures in the American Studies series, "Religion and American Thought," and most of them participated in the weekly conferences in International Relations. Two authors, specialists in American history and American literature, each spent most of a day with the group, especially emphasizing the important part the West plays in American life. The Workshop staff sought to continue this emphasis in every aspect of curriculum improvement.

A review of the psychology of the teaching-learning process was presented by a specialist in educational psychology, and applied to the task of curriculum revision. Curriculum improvement

<sup>1</sup> "Instruction in the social studies is conditioned by the letter and spirit of scholarship, by the realities and ideas of the society in which it is carried on, and by the nature and limitations of the teaching and learning process at the various levels across which it is distributed." Charles A. Beard. *Charter for the Social Sciences in the Schools*. p. 2. Part I, Report of the Commission on the Teaching of the Social Studies, American Historical Association. New York: Charles Scribner's Sons, 1932.

and its relation to unit planning, the resource unit and its construction, and the improvement of classroom instruction were presented in lecture-discussions. Members of the Workshop developed criteria for the selection and organization of units illustrating the American Studies approach.

It was hoped that all members of the Workshop would become thoroughly informed concerning the theory and practice of curriculum revision and the preparation of resource units. Because the members had not been chosen for their skill in unit writing, the development of an understanding of unit planning as a aid to more effective classroom practice might well prove to be the major achievement. But it was hoped that as a result of a larger understanding the Workshop participants would be able to prepare resource units of value to other teachers.

Work on units was not separated from the study of the American Studies approach, the emphasis on the spirit and letter of scholarship, and the emphasis on a sound understanding of the teaching-learning process. A first task was the consideration of criteria for the selection and organization of American Studies units. These criteria, developed by the Workshop and considered to be applicable to core, English, or social studies courses, were set forth as follows:

1. Is the unit broad in scope; does it provide for depth of study?
2. Does the unit emphasize significant problems, themes, functions, or processes?
3. Does the unit deal with many aspects of American life—social, economic, political, ideas and ideals, etc.?
4. Are materials available for the study of the unit—research, literary, legend and folklore, creative expression, etc.?
5. Does the unit theme provide for the clash of ideas—controversy, issues, tensions, conflict, etc.?
6. Does the unit fall within a reasonable sequence in the school program?
7. Is the unit within the scope of the adolescents' and the teacher's interests?
8. Is the unit functional to the needs of adolescent and adult life?
9. Does the unit contribute to significant educational outcomes—understanding, skills, attitude-values?

A second task was the suggestion of unit topics for detailed study, the topics to be appropriate to core, and to broad programs in English and social studies. Members of the Workshop applied the criteria to courses of study known to them, to topics suggested in English and social studies curriculum proposals, and to topics which seemed appropriate to American studies. Study groups were organized according to special competence,

and then were regrouped to include both English and social studies teachers. Core teachers were represented in many groups.

A third task was the choice of unit topics on which to work. The members of the Workshop formed teams of two, one person primarily trained in English, the other in social studies. The topics chosen for fuller development at the junior high school level were "What Is an American?" "Privileges and Responsibilities of the American Citizen," "The Major Communication Industries," "The Great Plains," and "Dependency and World Power" (international relations). For the senior high school level, topics were "Sectionism and Regionalism," "The Rights of Americans," "Progress Through Science and Industry," "The Influence of Land on the American People," and "Immigrants Yesterday and Today."

The fourth task was the writing of the units. This was, probably, the most difficult task for the teachers. Training and experience tended to influence materials to be used and procedures considered desirable. Almost all members of the Workshop found that much further study at the adult level was needed to plan the scope of the unit. At first, English and social studies majors seemed to "stick to their lasts," but they soon became interested in material in the correlative field.

During the fifth week, a second unit was outlined for fuller development during the year.

#### RESULTS OF THE WORKSHOP

From the point of view of the staff, the five-week venture produced the following results:

An understanding of the American Studies approach as a focus for the study of American life and culture, and as an aid to the planning of improved teaching procedures.

An increased understanding of the significance of the letter and spirit of scholarship at the personal and professional levels.

An increased understanding of the relation of content and method in teaching.

An increased understanding of the role of teachers in curriculum improvement.

Increased skill in planning teaching procedures in unit form.

Increased skill in writing resource units which might be of help to other teachers.

From the point of view of the participants, it would seem that all results were indeed favorable. The following excerpts from their unsigned comments in answer to the question "What are some evidences of your professional growth?" will give some indication of the teachers' reactions:

... Want to broaden my academic preparation. . . . Plan American Studies work. . . . Aware of need for teachers to have more experience in curriculum planning. . . . Better understanding of core and the American Studies approach. . . . Recognize American Studies approach as a means of giving students a self-learning process. . . . Helped me in critical thinking and self-expression.

The Workshop Committee planned for two Workshops, one in the summer of 1957 and one in 1958. On the basis of the work done in the first Workshop, all of the participants were invited to return in the summer of 1958 to revise, extend, and enrich their work. It is the belief of the staff that the result of two successive Workshops for the same persons may be of significance to the

profession. The following suggestions were made in reference to the 1958 program:

The clarification of key understandings of the units. Study of the topics and try-out in classes should lead to improvement.

The finding and selecting of improved materials of instruction, especially basic material. With the aid of the American Studies faculty, additional materials should be suggested and tried out in schools.

The clarification of relevant skills and attitude-values. Further study should result in greater use of critical thinking and the clarification of sound American values.

The preparation of improved procedures. Further study and try-out should suggest other ways of making subject matter and critical thinking more effective in the education of young people.

#### FRANCIS PARKMAN

(Continued from page 237)

to respect his insights and conclusions, save where new information has since become available.<sup>7</sup> Canada and the United States salute him for his pioneer contributions in writing the history of their infancy. His was also an early attempt to describe the effects of the Indians and that of the West on the course of American history. Proud of his country's origins, he was among the first to perceive the important influence of America upon aspects of European development: a research field which has yet to be fully harvested. Catholics also feel indebted to him for stimulating an interest in the early American activities of their church.

Of course, this intensely human and emotionally sensitive individual had his shortcomings. Some of his generalizations about Indians, Quakers, Canadian Catholics, frontiersmen, immigrants, and "liberal" democracy suffer somewhat from an inflexibility of viewpoint. This is, perhaps, particularly true of his characterization of Indians. No doubt a certain preoccupation with their war-path activities clouded his historic view of their values. Then, too, one must realize that these views on Indian culture were hardened in an age before anthropology was a respectable science. While he strongly admired many aspects of Indian society and customarily tried to be fair to them, the image he presents is too severely that of an *ignoble* savage.

<sup>7</sup> Of the two recent editions of selected works, the better by far is the excellent *Parkman Reader*, edited by S. E. Morison, 1955. The only copy of a monograph now in print, *La Salle*, was issued in 1956.

In his early works there is at times excessive detail, and his word pictures of nature are often overdrawn. (Parkman in later works developed into a more sure-footed guide whose romantic appreciation of nature's charms was strongly mixed with knowledge of what life with her was like.) An arch-Brahmin, Parkman still irritates many liberals by his aristocratic standards. (Can an increasingly relativist society, however, afford to be intolerant of those who wish to remind us of stringent standards—even aristocratic ones?)

If the works of Francis Parkman live for us today, it is because they reveal an individualist who impressed the courage and conviction, and even the humor, of a vital mind on superbly literate pages remarkable for their high degree of impartiality and accuracy. Unlike some modern historians whose "objectivity" paralyzes their judgment, Parkman freely entered the arena of subjective interpretation. He realized that great history is also great art. Hence it must bear the hall-marks of the author in addition to evidence of voluminous research objectively accumulated. Parkman's greatness can also be explained by his unique knowledge of and sensitivity to the forces of nature, and the natures of man. In his own words, "the subject has been studied as much from life in the open air as the library table." The result was a monumental work which bears the imprint of a great historian. For a generation which seems preoccupied with what happened in a single "day," Parkman can provide an ever-absorbing account of two vital centuries in the life of America.

# The No-Peer-Prime-Minister Rule

William H. Dunham, Jr.

**S**O EARLY as 1934, Ridge's compendium, *Constitutional Law of England*, stated that the convention "that a peer cannot be Prime Minister dates only from 1923 when Lord Curzon was passed over in favor of Mr. Baldwin." The 1950 edition declared it a "rule"; and in 1952, Hood Phillips' *Constitutional Law* classified it as a "convention of the constitution." If there are two influential leaders of the majority party, and if one of them is a peer, Phillips explained, the King will call upon the commoner to be Prime Minister. To print a statement in one book may not make it true, but printing it in a dozen or more has given this rule viability, and repetition has converted it into an apparently binding convention of the constitution.<sup>1</sup> How has this come about?

On two occasions since 1923 a peer seemed a likely prospect for the Prime Ministership, and yet the sovereign chose a member of the House of Commons. When Neville Chamberlin resigned in 1940, he preferred Lord Halifax as his successor. But King George VI called on Winston Churchill, then barely out of "the political wilderness." Churchill's own account of his appointment, written after he had acquired his heroic stature, assumes that Halifax, but for his peerage, would have been called on. The decision against Halifax in May 1940 confirmed the "rule" to exclude peers from the Prime Ministership; and it was re-confirmed in February 1957 when Mr. Macmillan, and not Lord Salisbury, whom some considered to be the ablest of the Conservative leaders, succeeded Mr. Eden. The American adage, three times (1923, 1940, and 1957) and out, seems to have determined, for the time being, that a peer may not be Prime Minister.<sup>2</sup>

This is the fourth of a series of articles prepared under the general editorship of T. C. Mendenhall. The author is the George Burton Adams Professor of History and Master of Jonathan Edwards College of Yale University. His writings include *Complaint and Reform in England*, *The Fane Fragment of the 1461 Lords' Journal*, *Lord Hastings Indentured Retainers*, and (with Dr. Mendenhall) "Clio Need Not Be Bemused." *Bulletin A.A.U.P.* 32:496-513. 1946.

For the historian, there remains the task of explaining why Curzon was skipped in 1923 and why this one event set a precedent which, in due course, created a constitutional convention.

The ostensible reasons put forth after the event—perhaps to save face for Curzon and for his opponents, too—became operative forces between 1923 and 1934 in the realm of Constitutional ideas. The arguments used against a peer's appointment in 1923 were largely excuses and rationalizations to ease the consciences of those responsible for dishing Curzon and to justify their deed to the public. The contention put forth that the Labour Party, the official Opposition, was unrepresented in the House of Lords might seem a plausible argument. But in 1923 there had never been a Labour Cabinet, that party numbered 142 M.P.s, only 25 more than the Asquith and Lloyd George Liberals combined, and many men probably expected the Liberals to unite and perhaps again to win a majority. The vague, almost mystical assertion that "democracy," women's

<sup>1</sup> E. W. Ridges, *Constitutional Law of England*, Fifth edition, A. B. Keith, editor. (1934) p. 6. The eighth edition, G. A. Forrest, editor (1950) p. 22 reads, "the rule that a peer cannot be Prime Minister" etc. The 1928 edition by Sydney Williams does not include the rule, so A. Berriedale Keith would seem the man responsible for putting it in print. Keith's *British Cabinet System* (1938, 1952, p. 27-29) attributes the exclusion of peers to "the growth of democracy" and parliament's engagement "in social problems." This is a sample of the vague generalities invoked *ex post facto* to justify or to explain the rule that "selection of a peer . . . would be abnormal." O. Hood Phillips, *The Constitutional Law of Great Britain* (1952) p. 55-56. For the repetition of the rule, cf. D. L. Keir, *Constitutional History of Modern Britain* (1938) p. 493; H. J. Laski, *Parliamentary Government in England* (1938) p. 89, 191, 351; W. I. Jennings, *The British Constitution* (1946) p. 104-106; R. J. McKenzie, *British Political Parties* (1954) p. 37-42; Byrum E. Carter, *The Office of Prime Minister* (1956) p. 43-44.

<sup>2</sup> W. S. Churchill. *The Gathering Storm* (1948) p. 667, 663. Halifax "said that he felt that his position as a peer, out of the House of Commons, would make it very difficult for him to discharge the duties of Prime Minister in a war like this." However, in 1953, L. S. Amery could still write, "there is no warrant . . . for the conclusion, drawn by most writers on the constitution since then [1923], that membership of the House of Lords has become an *ipso facto* disqualification for the Prime Ministership." *My Political Life* (1953), II, p. 260.

suffrage, and "constitutional development" demanded as Prime Minister a man elected, and neither born nor appointed, to Parliament seems equally specious. True, the logic of responsible government did prescribe a sequence of decisions starting with the electors' choice of a majority party in the House of Commons, that party's choice of a leader, whom the King, in turn, would be advised to call upon to be Prime Minister. A good theory in 1923, it came into play during the next decade and in part accounts for the academic adoption, in textbooks, of the No-Peer-Prime-Minister Rule. The so-called rule, itself, was doubtless a factor in the 1940 decision against Lord Halifax. But such a constitutional theory could be first brought into the arena of practical politics only by a hard, cold, fact of parliamentary life. The needed fact was the rejection of Lord Curzon in May 1923. Why did George V, who made the final decision himself, by-pass Curzon? Why did he call on Stanley Baldwin, then holding his first major ministry? And were these decisions, the product of chance and coincidence, as has been contended, or were they the product of human calculation?

The essential and undisputed facts to answer these questions are few. Bonar Law, Leader of the Conservative Party, became Prime Minister in 1922; in April 1923 he became ill, and on May 1 he left Southampton on a sea voyage to the Mediterranean. During his absence Lord Curzon, the Foreign Secretary, was deputy Prime Minister. When Bonar Law reached Paris on May 16, his illness was diagnosed as cancer of the throat, and he began to contemplate resigning the Prime Ministership. On May 19 he returned to London and informed the King on the 20th of his desire to resign. Neither then nor at any subsequent date did Law, as the out-going Prime Minister, formally advise the King whom to choose as his successor. Why he committed this breach of constitutional protocol remains a matter of speculation, but the ostensible reason given was his ill health, a personal, as distinct from a political, reason for resigning. Law's failure to designate a successor or to resign as Leader of his party (which would have thereby allowed the Conservatives to choose a new Leader and thus to give the King their collective opinion) left George V free to seek advice where he would and to use his own judgment.

On May 20 Curzon's appointment was a foregone conclusion, obvious to everyone, notably Curzon. Bonar Law, Stanley Baldwin, Lord Salis-

bury, Lord Crewe, and London's Clubland all anticipated the calling of Curzon. This expectation rested on that Lord's record of distinguished service, for few statesmen in Georgian Britain had run up such a score in the game of poitics. He had served as Viceroy of India, Lord Privy Seal, and Foreign Secretary, and he was then Leader in the House of Lords. Why, then, was Lord Curzon not chosen to be Prime Minister as he and all the world expected?

In 1923, no precedent existed to debar a peer from serving as Prime Minister. Historically, precedent ran the other way, for between 1801 and 1902 only nine commoners had been P.M.s as against 13 peers. As recently as 1895-1902 Lord Salisbury had held this office as he had done in 1885-1886 and 1886-1892; and Lord Rosebery was the Liberal Prime Minister in 1894-1895. For nearly 17 years, 1868-1885, it is true, Gladstone and Disraeli had monopolized the premiership, but even Disraeli was a peer, Lord Beaconsfield, from 1876-1880.<sup>3</sup> Doubts about the feasibility of having a member of the Upper, though politically lesser, House as head of the Government had been expressed; but by 1923 there was no settled conviction, let alone a consensus of opinion, to preclude a peer whom the men in, or of, power really wanted. When all the arguments, excuses, and rationalizations put forth in 1923 to condone the exclusion of Curzon are reviewed, the most telling reason is that, though men and women recognized his "exceptional qualifications," they just did not like him. His "Olympian aloofness" and "over-weaning self-confidence" irritated many politicians. "It was not so much a question of Curzon's arrogant manner," Amery later wrote, "as the feeling that he was not really reliable." Bonar Law felt him "slightly, very slightly, comical," and others thought him temperamentally unsuited to be the Prime Minister.<sup>4</sup>

George Nathaniel, Viscount Curzon  
Is really a very superior person

This couplet went the rounds and perhaps best explains why he was not wanted. Had his party really desired Curzon, George V would, I believe,

<sup>3</sup> Lord Palmerston, an Irish peer, sat in the House of Commons. Lord John Russell bore a courtesy title and sat in Commons while Prime Minister, 1846-1852, but sat in the House of Lords as Earl Russell when P.M. in 1865-1866.

<sup>4</sup> Quotations are from A. B. Keith, *British Cabinet System*, p. 29; L. S. Amery, *My Political Life*, II, p. 259; Robert Blake, *Unrepentant Tory* (1956) p. 510; W. I. Jennings, *The British Constitution* (1946) p. 105.

have appointed him, as he almost did. Then the No-Peer-Prime-Minister Rule would go back only to some year after 1923. How was the by-passing of Curzon effected when almost everyone, as late as May 20, took for granted his appointment?

The conventional explanation current from 1946 to 1956 is a romantic one. Fate intervened at a chance meeting of two junior ministers, Amery and Bridgeman, with Lord Stamfordham, King George's Private Secretary, in St. James' Park at night.<sup>5</sup> They urged Stamfordham to tell the King that Curzon's appointment might raise "difficulties" and that they favored Baldwin. Upon this information, according to Amery, the King summoned Lord Balfour, former Prime Minister and former Leader of the Conservative Party. On Monday afternoon, May 21, Balfour used the argument "that in a democratic age a peer as Prime Minister would be an anachronism."<sup>6</sup> George V. convinced that Curzon's appointment would be a mistake, on Tuesday afternoon, May 22, sent for Stanley Baldwin, a man "of the utmost insignificance," as Curzon described him, and "offered him the post of Prime Minister."<sup>7</sup>

This version, which makes chance and coincidence the determinants of the King's momentous decision and, consequently, of the constitutional rule, enjoys the authority of eminent sponsors, notably L. S. Amery and G. M. Young. But in 1956, Robert Blake's biography of Bonar Law set out new evidence which eliminates much of the chance, alters the coincidence, and substitutes human calculation as the cause of Cur-

<sup>5</sup> L. S. Amery, *Thoughts on the Constitution* (1946) p. 21-22; G. M. Young, *Stanley Baldwin* (1952) p. 49; Harold Nicolson, *King George V* (1952) p. 376. Sir Samuel Hoare wrote in 1954, "It was Bridgeman's advice that chiefly influenced him [Stamfordham] in advising the King to send for Baldwin rather than Curzon." Viscount Templewood, *Nine Troubled Years* (1954) p. 40.

<sup>6</sup> The quoted words are R. Blake's (*Unrepentant Tory*, p. 526) paraphrase of Balfour's argument. In 1937 W. S. Churchill stated as his own view "the principle that a Prime Minister in the Lords is an anachronism." *Great Contemporaries*, p. 248.

<sup>7</sup> R. Blake, *Unrepentant Tory*, p. 519; Harold Nicolson, *King George V*, p. 377-78, for Stamfordham's memorandum of his conversation with Curzon which records that Curzon "spoke in the warmest and most friendly terms of Mr. Baldwin." Here Nicolson impugns the accuracy of his own previous version of this episode which includes the quotation, "A man of no experience. And of the utmost insignificance." But he does not indicate that this remark was not made. Blake and Amery (II, p. 260) ignore Nicolson's revision. H. Nicolson, *Curzon, the Last Phase*, U.S.A. edition (1939) p. 353-55.

zon's tragedy. Blake's additional facts provide an explanation that points a moral both for the cynic who denies that historical truth can be ascertained and for the mystic, too lazy to search haystacks for needles, who attributes unexplained events to chance, abstract social forces, Fate, or Providence. For them, the lesson is that enough evidence, to be found by long and patient searching, may enable the historian to tell how, though less often why, things actually happened. By providing a day-by-day and play-by-play account, Blake has torn away much, though by no means all, of the mystery that has long enveloped the story of how Baldwin became Prime Minister in 1923.

First of all, the Amery-Stamfordham meeting in St. James' Park, an historical event, occurred not on Sunday night but on Monday morning.<sup>8</sup> This was too late for it to have determined, though perhaps it helped to confirm, George V's decision. Instead of Amery, Col. Waterhouse, Bonar Law's Principal Private Secretary, becomes the *deus (or diabolus) ex machina* for he spoke with the King at Aldershot on Sunday afternoon, May 20. What he told George V is not now known, but he "handed to the King" a memorandum which J. C. C. Davidson (Parliamentary Private Secretary to Law) drew up "after discussions with Baldwin on Friday night." This *aide-mémoire* summarized the arguments for Curzon and for Baldwin, and then the disadvantages that might accrue from Curzon's appointment. Quantitatively and qualitatively the document was weighted, in fact loaded, against Curzon; and it concludes by pointing out advantages to be gained by calling upon Baldwin. There is little doubt that Stamfordham read the Waterhouse memorandum for to it he appended a note about its origin. Very likely George V read it, or heard it read, too.

The impact of this document was increased by Col. Waterhouse's assertion, on two occasions, that it embodied Bonar Law's opinions on the succession and that the Prime Minister preferred Baldwin. Col. Waterhouse appears to have misled Stamfordham surely, and George V probably, about Bonar Law's true position; but whether Waterhouse prevaricated, whether by deliberate

<sup>8</sup> R. Blake, *Unrepentant Tory*, p. 527, states that the meeting occurred "the morning of Monday, May 21." Amery (II, 259-60) indicates that the meeting was on "the 21st" and implies that it occurred well after sun-rise because he and Bridgeman already had visited Lord Salisbury before talking with Stamfordham in St. James' Park.

intent, and at whose instigation, are questions not yet answered. At present, the evidence against the Colonel is impressive and perhaps the most damning is his wife's attempt to explain and condone his action as a conflict in loyalties. Lady Waterhouse relates for nearly three pages "the relative considerations arising out of" Davidson's memorandum. Then she adds a dialogue between Bonar Law and Waterhouse at Sunday's breakfast. There the secretary forced his sick chief to declare for Baldwin, but only after the Colonel had given his "word of honor to preserve your [Law's] confidence." This he subsequently failed to do, and Lady Waterhouse justifies this breach of promise by her husband's choice of "unqualified service to the State"—as he himself defined that service—over "his word of honor."<sup>9</sup>

Whether Waterhouse's assertion that Law favored Baldwin determined George V's decision has not yet been proved. Nor has the influence upon the King of Davidson's arguments, notably that the Prime Minister should not be "outside the House of Commons," been definitely "documented." But both Davidson and Waterhouse were advancing, whether gratuitously or not, Amery's opinion and Balfour's advice, and doing so on the day before these men met with Stamfordham. On Monday afternoon, May 21, Balfour politically avoided personalities and argued the awkwardness of having the Prime Minister in the House of Lords when the Labour Opposition was hardly represented there. When Balfour returned on Tuesday to Sheringham, he was asked by some of his house-party, "And will dear George [Curzon] be chosen?" "No," he replied placidly, "dear George will not."<sup>10</sup>

The combined hostility to Curzon of so many different persons may have affected the King's decision more than the arguments they concocted. Whose advice or influence was decisive in persuading George V to call on Baldwin may never be determinable. But in any event, Waterhouse's Aldershot audience with the King on Sunday afternoon must supplant, on chronological grounds alone, the Amery-Stamfordham meeting in the Park, whether on Sunday night or Monday morning, as the event which turned the direction of George V's thinking from Curzon towards Baldwin. Balfour's advice, given to Stamfordham on Monday afternoon, while confirmation

tory and not contradictory, can have only a secondary role; and the confidence he expressed on Tuesday in Curzon's defeat argues that he had learned, or inferred, from Stamfordham the King's own opinion. At eight o'clock Monday night, Stamfordham, too, was convinced that the King would appoint Baldwin, and on Tuesday afternoon George V did so. This event not only kept Curzon, and later on other peers, out of No. 10 Downing Street, but its justification produced a convention or rule that enjoys at present the force of constitutional law.

Several tantalizing questions about the concatenation of casual events in May 1923 still remain unanswered and perhaps unanswerable. Who first set before the King the proposal to cut out Curzon? Was it really Waterhouse, the man who is now receiving the credit, or the blame? And who first pushed upon George V Baldwin's availability? How much knowledge, if any, did Baldwin have, before the event, of Davidson's intention to put in writing the arguments against Curzon and for Baldwin? Finally, did he know that Davidson would pass on the *aide-mémoire* to Col. Waterhouse and so give a tacit acquiescence to his friend's overtures in his behalf? A too imaginative historian might logically infer from such questions a plot by Baldwin, or by Davidson and Waterhouse, to forward his candidacy. But logic is the worst of guides to British constitutional history of which expediency and opportunism have been the commonest determinants. At present, far less evidence is at hand to support a conjecture that Baldwin schemed in May 1923 for the Prime Ministership than was available between 1946 and 1956 to support Amery's account of how Curzon was kept out.

Davidson's discussions with Baldwin on Friday night, May 18, and Baldwin's knowledge at that time of Bonar Law's parlous health, constitute established facts. But they are not enough to suggest that he himself had a hand in directing the events that made him Prime Minister. Events after the fact of Baldwin's appointment—Col. Waterhouse's continuance as Principal Private Secretary to the new Prime Minister, to Ramsay MacDonald, and again to Baldwin until 1928, and his K.C.B. in 1923; and Davidson's C.H. and Chancellorship of the Duchy of Lancaster in 1923 and his viscountcy in 1937 when Baldwin retired—might suggest, but they do not prove, rewards for service beyond the line of duty. What Baldwin said to Davidson that Friday night in

<sup>9</sup> Nourah Waterhouse, *Private and Official* (1942) p. 259-63.

<sup>10</sup> W. S. Churchill, *Great Contemporaries*, U.S.A. edition (1937) p. 247.

# Teaching the Academically Talented

Ruth Wood Gavian

THE NEA Conference on the Academically Talented Pupil in the Secondary School brought to Washington in February 200 educators from many parts of the United States. The participants devoted three days to considering ways to improve the education of pupils in the top 15 to 20 percent of the nation's school population. This group of boys and girls, having an I.Q. of about 115 or above, is a great reservoir of potential talent and leadership for all areas of human affairs. An enormous amount of their capacity is, however, never developed. About half of these pupils do not go to college, and some do not finish high school. Of those who do go to college, many fail to achieve significantly in their studies or even to continue long enough to graduate. The under-achievement of talented pupils represents a tremendous waste of our most vital national resource.

A panel of experts urged the importance of early identification of the talented. They agreed that identification should be a continuous process beginning in the elementary grades and should be based on teacher recommendations, test scores, and school grades. Every teacher should look for signs of potential talent, signs which have not been found through psychological tests. Once a talented pupil is recognized, he (or she) should be encouraged to reach much higher goals of achievement than the less able. Not later than the eighth grade the pupil and his parents should be informed that he (or she) has unusual ability and ought to prepare for college.

The value of a well-balanced program of general education was stressed. The current demand for more attention to science and mathematics should not lead to decreased attention to social studies, English, and modern languages. Talented youngsters who are interested in the humanities

may contribute as much to society as those whose interest lies in science and mathematics.

Social studies specialists who deliberated together for eight hours agreed that more advanced work should be provided for the abler pupils. A sizable majority favored special grouping wherever possible. Small seminars conducted by well-qualified teachers were recommended in place of, or as an adjunct to, other social studies classes. Talented pupils should have opportunity for independent study and research. Some pupils might be excused from easy courses like civics, if they passed an examination in it, to give them time for advanced courses. These able pupils can profit from studying economics, international relations, the history of thought, and political science.

An abundance of library materials is essential. Purely verbal learning, however, is not enough. A planned series of learning experiences, including use of community resources, audio-visual aids, participation in student government and other activities, should be offered. There is real need to broaden and deepen the participation of talented youth in community affairs.

Talented pupils need individual attention from the teacher as much as any pupils do. They must have help to develop a high level of skill in reading, writing, critical thinking, scholarly analysis, and research. They should have practice writing essay examinations and term papers.

The realistic study of contemporary issues is one of the best ways to challenge talented pupils. All social studies teachers, but particularly those who teach the talented, should be able to hold free discussions of controversial questions. Pupils should be encouraged to express their own ideas. If some take unsound positions, these will be revised with further study and discussion. The great need is to free the gifted from the shackles of a deadly conformity.

Teaching the academically talented is not easy. To do it well takes extra time and energy. The teacher of bright pupils in either a regular or a special class needs in a high degree the qualifications desired in all teachers—scholarly preparation, a keen mind, broad intellectual curiosity, creativeness, energy, enthusiasm, emotional balance, and a deep interest in students.

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Dr. Gavian, an Associate Professor of Education at Brooklyn College and a delegate to the NEA Conference on the Academically Talented Pupil in the Secondary School, held last February in Washington, here briefly reports some of the larger conclusions reached at the conference.

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# Using Projective Pictures

Raymond H. Muessig

**A**S A secondary social studies teacher I have been an enthusiastic user of a wide variety of audio-visual teaching materials. Believing with the ancient Chinese that a picture can often supplement or take the place of words, I have relied on the use of various films, filmstrips, slides, maps, charts, globes, graphs, pictorial displays, models, and murals.

It wasn't until a little over two years ago, however, that I began using carefully selected pictures dealing with social situations and dilemmas to bring out feelings and attitudes of students in my classes. A principal, a supervisor, and an art teacher in my system knew that I was using role-playing and open-ended stories to act as vehicles for the feelings of adolescents; and they showed me several simple but carefully planned drawings which were designed to stimulate discussion in classes. The interest which my students displayed as I used these drawings, the meaningful discussions connected with their use, and the simple way these pictures brought out convictions, prejudices, ideas, biases, problems, motivations, and moral and spiritual values convinced me that I should do more experimenting in this area.

My next step was to purchase *Focus on Choices Challenging Youth*, a kit of projective pictures available through the National Conference of Christians and Jews. Perhaps a brief discussion of how I used one of the pictures in this inexpensive packet will clarify this teaching approach.

The picture to which I refer shows an adolescent boy facing a judge in a courtroom. A woman is standing by the boy. A man in a business suit is observing the scene, and a policeman is engaged in writing notes on the proceedings. The producers of this kit on projective pictures provide five copies of each picture, and they sug-

gest that the group be divided into five small groups to facilitate discussion. Although this has its advantages I have had more successful results by using only one picture projected on a screen through an opaque projector. Darkening the room and projecting the one picture seems to focus all attention on the scene and also seems to free students as they express their reactions.

While the room is being darkened and final adjustments made by our class projection crew I try to put the group at ease by chatting informally with them about some current topic of interest in our school. I then set the stage for our discussion of the picture by saying something like this:

"All of us have problems in our daily lives. They may sometimes be discouraging problems and at other times exciting or challenging. Through experience we learn that there are sometimes many different ways of reacting to the same problem. There may be many possible approaches or solutions to a given problem, depending on circumstances related to it. Some solutions may lead to satisfying consequences; others may not. Some solutions are accepted in our culture; others are not. We may also encounter problems that we cannot solve by ourselves, problems which require us to gather more information before we can deal with them, and some problems which may appear beyond our ability to solve.

"Today we are going to view and discuss a picture which shows a boy with a problem. You are encouraged to examine his problem and his feelings and those of others who share it with him. You are also encouraged to 'put yourself into his shoes' and to ask yourself how you might react in this situation.

"Now let's look at the picture for a few moments, shall we?"

I usually allow about a minute for the students to examine the picture, and then I begin by asking them to describe what they see. A number of students generally raise their hands, but there is usually rather common agreement that the boy is facing some kind of serious charge for a crime he has committed. There is often universal agreement that the crime was a theft, and the majority of students generally expresses the belief that it

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Mr. Muessig teaches social studies at Wilbur Junior High School in Palo Alto, California. He reports that he has used the teaching technique he here describes in his own classroom during the past two years with gratifying success.

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was a car theft. This can lead into discussion of why a common offense by adolescents is car theft, and the discussion is usually quite interesting and enlightening to one who wishes to examine problems of juvenile delinquency. An intriguing aside is that students frequently express the belief that many juvenile crimes are committed for "something to do," for the sake of a thrill, because of peer group pressures, or because the juvenile feels it may help him to gain attention and status. Seldom do students feel that the stolen article is actually needed to sustain life.

After students have described the courtroom scene I ask them if they can think of what previous experiences might have led the boy to this problem. The following are just a few comments, taken from numerous tape recordings, which I have received relative to this question:

"The parents of the boy both worked and didn't have any time for him. He finally found several boys who also had time on their hands without anyone caring what they did, and it led to a few petty thefts and finally to a bigger one."

"Nobody seemed to be interested in the boy or understood him. In fact, not many adults understand us."

"His folks put the screws on him all of the time, so he finally decided to do something big on his own for once."

"He just took the car for a joy ride and didn't plan on keeping it; but he got caught."

"Some other boys dared him to swipe something."

I then lead discussion around to a consideration of what the consequences of the boy's actions and the actions of the court may mean in the future. Here are various reactions of students:

"The boy will be mighty scared, and he'll cry. The judge will put him on probation with the warning that if he gets in trouble again it won't be easy to face."

"The judge is going to 'throw the book' at the kid because there have been too many cases like this one and he thinks making an example of the boy will serve as a warning for other teenagers."

"This is just the beginning of trouble for the boy. He'll get sent to reform school, fall in with worse kids, learn more tricks, and end up in the state prison before he's through."

"The judge will dismiss the case and work with the parents and the boy to see causes which led to his trouble. The boy knew what he did was wrong, and he'll never get in a jam again."

Eventually I question the students on the feelings of each of the people in the picture. Speaking about the feelings of the adolescent, one student said:

"He probably feels all sick inside, and he's wishin' he wasn't there. He's also wishin' about now he hadn't done nothin' wrong. When the cops picked him up he got the shakes all over. He'll regret what he done the rest of his life 'cause he'll have a black mark against him."

Asked about the feelings of the woman in the picture, whom most of the students identified as the boy's mother, students made comments like these:

"The mother isn't angry. Instead she's disappointed . . . disappointed in herself and her boy. She blames herself as much as she does her son."

"The mother may be thinking that the few extra dollars she was able to earn by working weren't worth all of the heartaches she's had because she let her kid down."

"She just can't understand what's happened or why her boy got into this trouble. Even though she's disappointed in him, she'll stick by him and help him work out his problem."

Students had numerous reactions to the judge both as a person and as a representative of the law:

"The judge looks pretty mean to me. He probably thinks all teenagers are 'going to the dogs' and that this boy is 'typical.' That makes me mad, how adults are always thinking they were so much better when they were our age."

"I don't think the judge cares where the boy goes or what happens to him. It's just a job somebody has to do."

"A judge is in a rough spot. He has to enforce and rule on laws, but he has to deal with people too. He wants to help this boy in the picture, but the boy has committed a serious crime. I wouldn't want to be in the judge's place."

My students seemed to be more interested in discussing policemen and police work in general than in the policeman pictured on the screen. Their feelings about officers of the law ran an almost complete scale from admiration and respect to dislike and distrust. Perhaps some of these statements will reveal stronger emotions:

"Policemen today are 'right guys.' They are understanding and more apt to check into the 'why' behind a crime. They want to help youth to live decent worthwhile lives."

"Policemen are important because they protect us. If we didn't have police departments it would be just like the old western days when the six

gun was law, and the fastest gunman got what he wanted whether it was right or not."

"I think cops have a chip on their shoulder when it comes to us. They think kids can't do anything right. A few teenagers get into trouble and then the cops act like we're all like that. We were just riding around in a car one night and they stopped us twice to see what we were doin'. Also when a teenager gets in an accident the paper makes a big deal out of it, and lots of adults aren't such hot drivers; but the papers don't play that up as big."

"Some cops are rougher than they might have to be, but it would be a lot worse without them."

"Law enforcement is improving all of the time. Policemen need more special training and education, and they need decent salaries too."

After we have discussed the people in the picture and related issues, I direct my students to a general consideration of laws, their origin, their importance, and their place in our everyday lives. Comments like the following have come out of this discussion:

"Any time people live together they need some kind of organization, some kind of rules to live by. That's what laws are, except they have been written down and enforced by a judicial system."

"We have to have certain limits. Even though we call this a 'free country' we are talking about freedom with responsibility. That is, we're free as long as we have equal rights under law and don't interfere with the rights of others."

"If we didn't have laws our whole country would crumble . . . like Rome and places like that where respect for law and morals and family life just 'went to pot' and individual rights didn't mean a thing."

The preceding are just a few of the reactions which students had regarding one picture. Other pictures which I have used in my classroom have triggered discussions, panels, individual and class projects, and units dealing with historical events, international relations, intergroup understanding, government, moral and spiritual values, teenage problems, the school, and the home. Pictures telling a story or introducing a problem or dilemma may be found in news pictures, comic strips, editorial cartoons, advertisements, student drawings in art classes, and magazine covers. Covers on magazines like the *Saturday Evening Post* and the *N.E.A. Journal* are often quite fruitful. Carefully chosen photographs or paintings of historical events may do a great deal to bring them to life and put them within the scope of the feeling as well as thinking level of students.

The assassination of Lincoln, the first landing of Columbus in the New World, General Lee's surrender to General Grant, moving war pictures such as that of the Frenchman weeping as his beloved France is being occupied by German troops in World War II, and others are examples of pictures ideal for projective use.

I have also found it worthwhile to have students write endings to projective pictures; and in some cases I have had more interest and better writing from some students than they had previously produced through reports and themes. Another valuable technique is role-playing possible solutions posed in pictures, and an excellent pamphlet explaining this technique called *Role Playing the Problem Story* and written by George and Fannie Shaftel is available through the National Conference of Christians and Jews. The October 1957 issue of *Social Education* also carried a helpful article on role-playing by Gertrude Boyd.

There are a few "do's and don'ts" connected with the use of projective pictures which I have found both through reading and experience. This is a technique which may bring forth rather deep-seated emotions at times; and it is not the purpose or function of the classroom teacher to take the role of a clinical psychologist. Another caution is that the feelings and self-concept of individual students must be respected at all times, and a skillful teacher can keep students from revealing their most intense feelings to other members of the group. I have found that when I serve as a listener who reflects feelings by repeating a statement, by rephrasing it, or by just keeping a pleasant expression on my face I get more genuine expressions. I do not pass judgment on statements or nod approval. There is adequate time after assorted feelings have come out to ask what society expects of citizens, why laws are necessary, and so forth. The important thing to put across to students is that we all have feelings of anger or confusion, that a teacher who is understanding can accept these feelings of students, and that in discussions of this nature the teacher is not seeking to mold opinions and get the students to parrot statements.

Using projective pictures can be an unusual experience both for students and teacher. It can open many new vistas and interests. Like other methods it has its place and its limitations and can be used to excess. It is, however, an approach which I feel is worthy of the consideration of teachers who deal with feelings and attitudes as well as skills, facts, and understandings.

# A Three-Year Project in Conservation and Resource-Use Education

George L. Fersh

**I**N THE time it takes you to read this article 2,000 persons will have been added to the world's population. We are increasing by 123,000 each day and it is expected the earth's resources will have to accommodate twice as many humans 70 years from now. During the life of the average person teaching in our schools, the United States has used more minerals than were used by all persons throughout the entire previous history of mankind. Each of us, for drinking, washing, industrial and agricultural purposes, consumes 375,000 gallons of water each year. With about 6 percent of the world's population, the United States consumes over half its raw materials. The per capita consumption of energy resources has more than doubled during the past half century and the curve is still rising sharply.

Such significance-packed facts provide the setting for the Conservation and Resource-Use Education Project which has been carried out by the Joint Council on Economic Education during the past three years. Supported by a grant from Resources for the Future, Inc., the Project has been designed to develop classroom procedures, curriculum patterns, and teaching materials that will enable our future citizens to acquire the knowledge and behavior patterns necessary for intelligent participation in coping with problems related to the wise use of natural resources.

The program has involved teams of teachers in nine school systems, selected as being representative of various geographical factors and school sizes: Albion, Illinois; Chattanooga, Tennessee; Colton, California; Dayton, Ohio; Hartford,

Connecticut; Lexington, Alabama; Minneapolis, Minnesota; Seattle, Washington; Webster Groves, Missouri. The Joint Council has provided each of these centers with consultant services and library materials. Classroom procedures have been exchanged among them and summer workshops for the participating teachers have been conducted the past three years.

In summary fashion, here are some of the insights which have been gained.

If you should like your school system to undertake a program to bring greater awareness of Resource-Use Education at every grade level, these are some administrative procedures which have proved most successful:

1. The school administrators must be enthusiastic; from this should come a willingness to designate someone as a Coordinator of the program, at least until the basic impact has been completed.
  2. The committee of teachers should represent a wide range of grade levels and subject fields; teamwork involving regular meetings should be fostered, and the participants given official recognition for their effort.
  3. An in-service course should be carried on continuously, consisting of content and method, and related essentially to social studies and science. An effective central-use library should be established, as well as the development of comprehensive personal libraries.
  4. The community should be used extensively as a resource; program planning and classroom activities can be enhanced by the use of an Advisory Group of persons from such agencies as the Planning Board, Soil Conservation and Forest Services, municipal departments, industries, garden and Audubon clubs, newspapers, museums, collegiate institutions.
  5. Continuous reporting by members of the committee should take place within each school; the committee's findings should be tied in closely with the total curriculum programs so that they receive permanent incorporation among school objectives.
- Guided by the principle that resource-use education should be developed cumulatively from the first through the twelfth grade and should include knowledge from many subject-matter fields, the teachers of the CRUE Project have found that appropriate teaching contributions by them concerning the following knowledge areas should assure a comprehensive understanding of

Dr. Fersh, Associate Director of the Joint Council on Economic Education and Director of the Resource-Use Education Project he here describes, prepared this report for the NCSS Committee on Conservation Education. We are indebted to Chairman Wilhelmina Hill and her committee for this and several other articles that will appear in forthcoming issues.

the problem-area by students upon graduation:

1. Consideration of resources on broadest basis:
  - (a) Exhaustible, Renewable, Energy, and Human
  - (b) Entire process related to resources—location, development, allocation, and use
  - (c) Scientific and economic activities involved in these processes
  - (d) Domestic and international features
2. Consideration of factors that influence economic decisions concerning wise development and use of resources—evolved from the basic economic problem of limited resources and unlimited wants:
  - (a) Competition for the use of resources to satisfy present needs
  - (b) Competition for the use of resources to satisfy present or future needs
  - (c) Competition for the use of limited human resources to develop material resources
  - (d) Competition among processes for dealing with resources involving varying costs
  - (e) Diversity in personal values concerning what is wise use of resources
  - (f) Need to function consistently with prevailing political patterns and values
  - (g) Need to function consistently with prevailing economic patterns and values
  - (h) Awareness of limited data concerning future: supply; developmental techniques; alternative uses; alternative resources; changes in needs or desires
  - (i) Decisions concerning exhaustibles are irrevocable
3. Consideration of major public policy issues with regard to resources:
  - (a) Government versus private needs
  - (b) Determination of responsibility for conservation and development
  - (c) Ownership and regulation determination
  - (d) Regulated pricing versus free market
  - (e) Levels of government to be involved
  - (f) Tax policies
  - (g) Foreign relations—investment; sharing; security; trade
4. Consideration of both limiting and optimistic factors with regard to the adequacy of our resources:
  - (a) Limiting
    1. Accelerated population growth
    2. Continually rising human standards of values
    3. Resource-hungry technological pattern in the United States
    4. Growing resource-hungry technological patterns in other nations
    5. Exhaustive tendencies brought on by international tensions and wars
  - (b) Optimistic
    1. Growing enlightenment of consumers and producers
    2. Broad and long-range activities through government
    3. Scientific and technological progress with known resources
    4. Scientific and technological progress in "pioneer areas"—energy, oceans, air
    5. International cooperation more effective
5. Consideration of relationship between natural resources and way of life:
  - (a) Standard of living available influenced by resource status (historically and contemporary in regions)

- (b) Patterns of occupations and economic organization influenced by resource status
- (c) Form of political and economic system influenced by resource status
- (d) Relationships to other nations influenced by resource status
- (e) Cultural development of nation influenced by resource status

Although admittedly resource-use education would be focused upon objectives and would use techniques that are common to any sound educational program, the participating teachers were particularly conscious of the following points:

1. Whatever might be the substance of study (contour plowing, wildlife protection, dam construction, energy production, forestry practices, international trade), there was an awareness of the need of stressing the "why" of studying as well as "what" one should know and "how" one does something about it.
2. Physical activities particularly appropriate to reinforce mental learning in the study of concepts.
3. Resource-use education study can be extended out of the classroom and can be derived from needs outside the classroom.
4. Behavioral change is particularly important and particularly feasible in resource-use education.

The techniques which promoted effective learning were limitless and ingenious, emanating generally from such stimuli as these:

1. Relating resource-use to personal materials (considering their essentiality and tracing them from source to final form for use)
2. Historical events and current news (reasons for settlement, floods, etc.)
3. Local industrial enterprises and personalities
4. Needs of home, school, community, nation
5. Field trips to museums, sanctuaries, historical sights
6. Cooperation with local groups (Garden Clubs, Audubon Clubs, Chamber of Commerce, etc.)
7. Experiences of students (work, travel, shopping)

Of course, there was the utilization of role-playing (how would you feel about the proposed construction of a dam if you were a hunter, farmer, engineering firm, lumberer, city dweller, camper, artist?), construction of mobiles and models, maintenance of scrapbooks and bulletin boards, and the creation of classroom museums illustrating "past treasures, present treasures, and future treasures." Culminating activities included radio programs, panels, improvement of the school and community, and the formulation of policy statements representing a class consensus.

The project has established guide lines concerning what can be done and what more needs to be done. Prime objectives for the future will be the development of functional materials for both teachers and students, instituting resource-use education into teacher-training, and a constant search for effective sequence arrangements.

# In Scholarly Journals

Richard E. Gross

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*The Mississippi Valley Historical Review*  
(September 1957)

What did you American history instructors teach this past year about the election of Polk and the Canadian boundary dispute? Are you guilty of continuing to perpetrate the "Fifty-four Forty or Fight"—American Political Legend"? E. Miles' article of the above title reveals that there was no contemporary evidence in 1844 to indicate that the slogan was used at all in the campaign! Despite quotations to the contrary from reputable historical volumes, his research has led him to the conclusion that the role of Oregon in the election has been far overemphasized and that the famous slogan did not come into common use until 1845.

For those who like to fish in muddy water, yet at the same time try to get their historical facts straight, it is suggested that they dip into "The Origins of the Teapot Dome Investigation" by B. Noggle. An equally interesting piece is R. Watson, Jr.'s "Woodrow Wilson and His Interpreters, 1947-1957," which reviews in the light of earlier contributions the mass of recent materials and interpretations which have appeared in relation to the Wilson Centennial.

*The American Historical Review*  
(October 1957)

A recurring issue in America has been the question of the death penalty. For those interested in an historical appraisal of the development of attitudes on this topic, see D. Davis, "The Movement to Abolish Capital Punishment in America, 1787-1861." The reviewer would appreciate a like summary of the more recent hundred years of this controversy.

Rather than to cite other major articles in this

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For the November, 1957, issue of *Social Education*, Dr. Gross prepared a commentary on recent research in scholarly journals. As a result of the enthusiastic response from readers, the author, an Associate Professor in the School of Education at Stanford University, has generously agreed to keep his commentary up to date with regular semi-annual contributions.

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issue, the writer wishes to emphasize the virtue of reading this and the other social science journals for the purpose of keeping up with new publications in the various content areas. The bulk of this issue, for example, is devoted to excellent reviews of several hundred books arranged in appropriate historical groups. In the area of American and United States history, 41 new volumes are reviewed, covering the field from "The Courtship of Mr. Lincoln" and "A History of American Magazines" to "The Roots of American Communism" and "A History of Chicago." In addition, a list of more than 100 pertinent articles which have appeared in other journals is included.

*American Sociological Review*  
(December 1957)

"Divisions of General Sociology" by J. Schellenberg attempts to clarify the nature of sociology and to develop categories corresponding to just what sociologists are doing rather than to some traditional or idealized scheme of what they should be doing. He discusses divisions suggested by other sociologists and makes his own recommendations. The high school teacher of social studies, concerned over the proliferation within his own courses, may take some comfort in the amount of disagreement concerning the delimitation of areas and methodology existing between sociologists. Such redefining activities, however, seem to bode a healthful and continually progressing field of investigation.

Several interesting articles are related to the problem of white and Negro relations in the South. H. Blalock, Jr.'s "Per-cent Non-white and Discrimination in the South" is based upon a study of 150 southern counties selected on a random basis. He could find little or no significant correlation between most indices of discrimination and the rate of non-white minority increase in population. The author cites an urban, non-Southern study to further support his findings but admits that we need more research to discover the relationships of factors such as education, income, and occupation to prejudice toward a minority. In his "Demographic Correlates of Border-state Desegregation," T. Pettigrew studies

the varied patterns of racial integration in the county schools of Missouri and Kentucky in terms of three variables: economic prosperity, urban tendency, and ratio of Negroes. The first two factors are crucial in predominantly rural counties. The percentage of Negroes seems important in some areas and not in others. However, low Negro ratio and high prosperity are found in most rural counties now desegregating in the border states.

*Public Opinion Quarterly*  
(Fall 1957)

"The Use of Public Relations Research by Large Corporations" by R. Carlson reviews the functions, types, and findings of this relatively new area of attitudinal survey. He reveals that the traditional anti-big business feeling is fairly well dissipated in the American populace and that while government control is favored in the abstract, individuals now tend to trust big business and prefer a "hands off" policy in connection with the companies with which they have relationships.

Perhaps high school and college civics instruction is paying off. In "Student Opinion on the 1956 Presidential Election," P. Rose compared a number of Cornell University students with adult voters. While much agreement was revealed, important aspects of the data revealed that students do not agree by any means on all of the political and electoral generalizations held to be true by adults. It is good to know that students are thinking for themselves. Americans will be also somewhat reassured concerning their British and French counterparts by the study of J. Owen, "The Polls and Newspaper Appraisal of the Suez Crisis," which reveals that the French were by no means unanimous in their views and that the British government had nowhere near the popular support indicated in reports carried by some newspapers.

*Social Research*  
(Winter 1957)

This journal is one of several mentioned in this series of reviews which attempts a broad-field approach to problems of social relations. One who reads the articles in many of these journals cannot help but be struck by the mounting interdisciplinary view and attack upon the social problems of our times. In "The Cultural Sovietization of East Germany," H. Wagner abridges a large-scale study of the varying periods

and policies marking 10 years of Russian occupation. Teachers will be especially interested in the appalling developments related to education and youth organizations. While Wagner concludes that the Soviets are captives of their own obsession for a totally controlled society and that patterns of totalitarian manipulation suggest the primitive activities of a medicine man, one wonders how easily and how much of this can be altered if and when Germany is reunited.

*Social Forces*  
(December 1957)

Billed as a "scientific medium of social study and interpretation," this issue of the journal has several provocative articles concerning urban developments in America. P. Meadows in "The City, Technology, and History" points up certain studies and theses concerning urban development, as well as misleading views about the city, as presented by some students and chroniclers. L. Schnore's "Satellites and Suburbs" suggest basic differences in dormitory towns and true suburbs. Many teachers living in one or the other of these in our mushrooming urban areas may be interested in the differences it makes, whether they live in a suburb or a satellite.

*The American Political Science Review*  
(September 1957)

Faced with the same intra-disciplinary self-inquiry that faces the sociologists, political scientists are also uncertain about their objectives and their methodology. In an era when teachers in the lower schools and educationists are being charged with dangerous lack of unanimity, it is somewhat comforting to discover that the academicians of a basic discipline are equally divided. This is revealed in an interesting symposium upon political science and political theory including three articles by D. Smith, D. Apter, and A. Rogow. Smith questions recent attempts to refine basic concepts and definitions and to codify scientifically the activities of political scientists. Apter, however, feels that the attempt to articulate a conceptual framework for the discipline is worth-while. He asks, practically, just what should be emphasized and what should students learn? He wants the chaos now marking political theory resolved and feels this can be achieved by developing a true policy science. Rogow comments on the other two papers and suggests as fundamental the identification of great political

issues that demand solution and urges the use of political science as essentially a science of social analysis. This issue also contains W. Seyler's compilation of doctoral dissertations in the area of political science now being completed in American universities.

*Political Science Quarterly*  
(December 1957)

In our present era reformers and crusaders are out of style, but E. McKittrick's "The Study of Corruption" reviews the work and approach of the muckrakers and other students of big city politics. He suggests an application and extension of the approaches then and now available to studies of current political machines. He poses some critical queries concerning the future of political organizations in metropolitan areas.

Very timely, in terms of developments surrounding the question of full information about President Eisenhower's health and the publicity fiasco concerning the original missile firing in Florida, is F. Rourke's "Secrecy in American Bureaucracy." He traces the development of secrecy in the executive and administrative areas of government and related court decisions. Rourke concludes that we will continue to be faced with this problem but that we are relatively safe from the more dangerous possibilities of such furtive action as long as we have a free, communicative media and an investigating Congress as resourceful as has been typical in recent years.

*The American Economic Review*  
(December 1957)

W. Smith's "Consumer Installment Credit" is an article reviewing and commenting upon a lengthy six-volume 1957 report of the Board of Governors of the Federal Reserve System made at the request of the President's Council of Economic Advisors. The author selects and summarizes, discussing the relation of consumer installment credit to economic growth, expenditures, stability, and credit controls. The rapid expansion of installment credit has concerned many and Smith's review helps the reader to an understanding of this complex and crucial aspect of the American economy.

In his "Effects of Consumer Attitudes Upon Purchases" E. Mueller reports upon the development of an index of consumer attitudes based upon financial and demographic factors such as age and income. The article reveals but one of the many interesting aspects of human behavior now under inter-disciplinary scrutiny at the Sur-

vey Research Center at the University of Michigan and other centers. Teachers interested in the kinds of behavioral research and in reprints of articles based upon such studies should write the Center for bibliographies. They should also consult the relatively new journal *Behavioral Science*, not reviewed in this issue.

*American Journal of Economics and Sociology*  
(October 1957)

This magazine devoted to "constructive synthesis in the social sciences" features three articles which admirably reflect this purpose. They are devoted to the key problem of land reform in underdeveloped countries. M. Mark's "Land Reform and the Revolution in Asia" presents an essentially economic emphasis, while S. Margold's "Agrarian Land Reform in Egypt" has a political orientation, and R. Crist's "Land for the Fellahin: Land Tenure and Land Use in the Near East" is primarily geographic in emphasis. Nevertheless, they hold many common conclusions. They seek a frank assessment of socio-economic potentialities and of the nature and level of expectation of leaders in these countries. The close tie to mounting population pressures and the ratio of people who must live by tilling the soil to the available land are of first significance. Also, yield is not automatically increased by cutting up estates. Planned industrialization, not merely land reform, holds the ultimate economic-social answer in Asia.

"New Approaches to Agricultural Policy" by J. Pearman will be of help to teachers confused by the current arguments over federal farm policy. The author reviews the farm programs of the past three decades, surveys their weaknesses, and makes a clear statement of the problem as he sees it. He recommends a Brannan type direct payment plan and argues that the trouble lies basically in social and economic characteristics of agriculture which are so at variance with conditions prevailing in industrialized America.

E. Harwood's "The Scientific Breakthrough of the Twentieth Century" is a reassuring discussion of recent developments and new methods of inquiry aimed at a more thorough understanding of the behaviors of men in society. The author claims these portend a leap in the contributions of the social sciences equivalent to the revolutionary effect that Galileo's work brought to the physical sciences. Harwood helps us reaffirm our Sputnik-shattered faith in the importance of the contributions the social sciences can make to the establishment of a better world society.

## Plane Fares to the San Francisco Convention

DEAR NCSS MEMBER:

As a service to members planning to attend the 38th Annual Meeting of the National Council for the Social Studies to be held in San Francisco, California, November 26-29, we have arranged with various airlines to reserve space *now*, from various key cities in the country, to and from San Francisco.

Many members have indicated that they are interested in charter air service from the East Coast to San Francisco. After talking with the airlines, however, we have learned that it will be less expensive to use regular air-tourist service. We realize that this does not offer a saving over regular fares, but it does offer other advantages. For one thing, you can reserve space now and have it held until November 1. For another, you are *assured* of a reservation during the time of year when there is a heavy increase in travel. Not least important, by using regularly scheduled flights you have greater flexibility in times of departure and return than on a chartered flight.

If you wish the headquarters office to make reservations for you, please fill in the form here attached and mail it to this office at your earliest convenience. This action will not commit you in any way. You will be free to cancel your reservation at any time *prior to November 1*.

We will notify you of the reservation that is being held for you and of the time that it will be necessary for you to mail your check to this office.

May we hear from you soon?

National Council for the Social Studies  
1201 Sixteenth Street, N. W.  
Washington 6, D. C.

Please reserve \_\_\_\_\_ seat(s) to and from San Francisco from the city and on the dates indicated below.

	<sup>1</sup> Round Trip Fare	Date Leaving	Date Returning
_____ New York City	<sup>2</sup> \$228.80	_____	_____
_____ Washington, D.C.	<sup>2</sup> 226.49	_____	_____
_____ Atlanta, Georgia (Via St. Louis)	229.47	_____	_____
_____ Chicago, Illinois	176.11	_____	_____
_____ Dallas—Fort Worth, Texas	155.54	_____	_____
_____ Denver, Colorado	107.47	_____	_____
_____ Kansas City, Missouri	173.80	_____	_____

<sup>1</sup> These are tourist rates. They include transportation taxes. Note that all fares are subject to change without notice.

<sup>2</sup> Excursion (30 day) fare from New York and Washington \$185.24; good for travel on Monday through Thursday.

Name .....

Address .....

City ..... Zone ..... State .....

# Notes and News

Merrill F. Hartshorn

## San Francisco—1958

By plane, bus, train, and automobile social studies teachers will be converging on San Francisco next November 26-29 to attend the 38th Annual Meeting of the National Council for the Social Studies.

The very name San Francisco spells romance. It brings to mind Gold Rush days; the Vigilantes; the Golden Gate Bridge; cable cars; and Chinatown, the largest Chinese settlement outside the Orient, with its shops, restaurants, studios, and Chinese temples.

Headquarters for the meeting will be the Sheraton-Palace Hotel. Redolent of all the charming, old-world hostilities you ever dreamed of, your surroundings will be hospitable, friendly, gracious. And best of all, you will not find it extravagant. For those attending the convention there will be a flat room rate of \$8.50 single, \$6.00 per person for two in a room, and \$5.00 per person for three in a room. Accommodations at the Sheraton-Palace will be limited, so we suggest early reservations. Rooms will be available at nearby hotels at comparable rates.

The program itself, now being organized by President-Elect Howard H. Cummings of the U. S. Office of Education, and Vice-President Eunice Johns, will focus upon the crucial problem of improving the social studies at *all* grade levels. There will be exhibits, of course, which—as in other years—will feature textbooks, supplementary reading, current affairs publications, maps, charts, graphs, and other audio-visual teaching instruments and aids. Speakers and discussion leaders will include top-ranking scholars, creative classroom teachers, and administrators from most, if not all, of the 48 states.

The Local Arrangements Committees are busy planning tours, luncheon meetings, breakfast meetings, the annual banquet, and many other activities that will add to your pleasure.

Now is not too early to begin to plan to attend this meeting of your professional organization. As you will note on the opposite page, NCSS headquarters will handle plane reservations from certain key cities at the lowest possible rates. Combine business with pleasure by

making this trip to one of America's most cosmopolitan cities—San Francisco!

## The Committees of the NCSS

The continuing work of the NCSS is carried on by the committees to which specific responsibilities are delegated. Most of the accomplishments of the Council are the direct result of the work of numerous committee members who freely serve in the best professional spirit.

The Council's committees fall into three categories: committees of the Board, standing committees, and *ad hoc* committees. Except for *ex officio* members, all committee members currently listed have been appointed by the President. Beginning with the fall of 1958, and prior to the Annual Meeting of the Council, a change in appointment policy directs the President-Elect to name the necessary new members and new chairmen to standing committees for the next year. Both new and old committee members are authorized to participate in committee sessions at the Annual Meeting.

Each committee reports its year's work to the Board of Directors and to the membership at the Annual Meeting. In addition, standing and *ad hoc* committees report regularly to the Committee on Committees. Interim and special reports sometimes appear in *Social Education*.

Members of the committees of the Board and *ad hoc* committees are appointed for the term of one year. Most of the standing committee members are appointed for three years, with the expiration of appointments staggered. In some cases, upon recommendation of the Committee on Committees, a committee or an individual committee member may be reappointed to preserve continuity relating to a special assignment.

On behalf of the Council, the President extends thanks to those members who, with loyalty to the Council, have accepted the responsibilities of committee membership.<sup>1</sup>

<sup>1</sup> Membership of the following committees will appear in the October issue of *Social Education*: The Committee on Cooperation with Learned Societies, The Committee on Professional Relations, and the Committee on Social Studies in Elementary Schools.

## COMMITTEES OF THE BOARD

The responsibilities of the various Committees of the Board of Directors pertain directly to the functioning of the Council as an organization. For this reason, membership on most of these committees is drawn largely from Board personnel, both past and present.

## AUDITING

The Auditing Committee checks the financial records of the National Council in the office of the Executive Secretary.

Paul O. Carr, Dean of Instruction, District of Columbia Teachers College, Washington, D.C.  
William Brewer, Supervising Director, Department of History, District of Columbia Public Schools.

## BUDGET

The Budget Committee has the responsibility of studying the financial status of the Council and recommending to the Board the next annual budget. Final determination of the budget and its adoption is a function of the Board of Directors.

William H. Cartwright, Duke University, *Chairman*  
Jack Allen, George Peabody College for Teachers, *ex officio*  
Howard H. Cummings, U. S. Office of Education, *ex officio*  
Richard E. Gross, Stanford University  
Emlyn Jones, Seattle (Washington) Public Schools

## COMMITTEE ON COMMITTEES

The Committee on Committees was created as an ongoing review board to supervise the operation of the NCSS committee structure.

Howard H. Cummings, U. S. Office of Education, *Chairman*  
Jack Allen, George Peabody College for Teachers, *ex officio*  
William H. Cartwright, Duke University  
Nelda Davis, Houston (Texas) Public Schools

## EXECUTIVE

The Executive Committee consists of the President and two Board members appointed by the President. The committee serves as an interim board to deal with routine matters between Board meetings. When major decisions are necessary, the committee polls the Board.

Jack Allen, George Peabody College for Teachers, *Chairman*  
Howard H. Cummings, U. S. Office of Education, Washington, D.C.  
Eunice Johns, Wilmington (Delaware) Public Schools

## MEMBERSHIP PLANNING

The Membership Planning Committee plans and coordinates the various efforts within the Council to expand its personnel and services. It makes recommendations to the Committee on Professional Relations and the Headquarters Staff of the NCSS.

James G. Kehew, State Teachers College, Indiana, Pennsylvania, *Chairman*  
Ernest Baum, Executive Assistant, National Council for the Social Studies.

Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies  
Talitha Harold, Columbus, Ohio  
Ellen N. Holway, Administrative Assistant, National Council for the Social Studies  
Muriel Hoover, Takoma Park, Maryland  
Bernard Marlin, Fairfield, Connecticut  
Elizabeth Matheney, Arlington, Virginia  
Gloria Pirowski, Farmingdale, New York  
Robert Risinger, University of Maryland  
Clara Stratemeyer, Rockville, Maryland

## PUBLICATIONS PLANNING

The Publications Planning Committee plans and coordinates the publishing activities of the NCSS. The Committee's membership is *ex officio*, consisting of the members of the Publications Committee, the chairman of the Curriculum Committee, the Executive Secretary, and the President.

Ralph W. Cordier, State Teachers College, Indiana, Pennsylvania, *Chairman*  
Jack Allen, George Peabody College for Teachers  
Howard R. Anderson, University of Rochester  
Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies  
Adeline E. Howland, Mount Vernon (New York) Public Schools  
Gertrude Whipple, Detroit (Michigan) Public Schools

## STANDING COMMITTEES

Standing Committees of the NCSS are established and named by the Board of Directors and exist for an indefinite period of time. These committees deal with aspects of social studies education that need the continuing attention of the Council's membership. The number indicates the year in which a member's term expires.

## ACADEMIC FREEDOM

This committee considers and recommends concerning such aspects of academic freedom as seem appropriate to the Council.

Robert Risinger, University of Maryland, *Chairman (1958)*  
Agnes Crabtree, Miami (Florida) Public Schools (1958)  
Floyd L. Haight, Dearborn (Michigan) High School (1959)  
Max Klingbeil, Los Angeles State College (1960)  
Francis W. Mann, Kansas City (Missouri) Public Schools (1960)  
Louis D. Monacel, Detroit (Michigan) Public Schools (1960)  
Trevor K. Serviss, L. W. Singer Company, Syracuse, New York (1958)  
J. R. Skretting, Florida State University (1959)  
Ray Smith, Hastings (New York) High School (1959)

## AUDIO-VISUAL MATERIALS

The Committee on Audio-Visual Materials and its specialized sub-committees bring to the attention of the membership significant developments in this rapidly expanding field. The Committee also conducts experiments in this area. (No new members for three-year terms have been appointed in the interest of reducing the committee to a more manageable size.)

Kathryn F. Bovaird, Radio-TV Assistant, Philadelphia (Pennsylvania) Public Schools (1959)  
 Gertrude G. Broderick, Radio-TV Education Specialist, U. S. Office of Education (1959)  
 Irwin Eckhauser, Mount Vernon (New York) High School (1958)  
 Jack W. Entin, Forest Hills (New York) High School (1958)  
 Richard D. Heffner, Metropolitan Educational Television Association, New York City (1958)  
 Marie McMahan, Consultant, Audio-Visual Aids, Battle Creek (Michigan) Public Schools (1959)  
 Mendel Sherman, Audio-Visual Center, Indiana University (1959)  
 Isadore E. Staples, Fox Chase School, Philadelphia, Pennsylvania (1958)

## CURRICULUM

The Curriculum Committee is responsible for the development of the Curriculum Series of bulletins published by the NCSS. It provides articles on curriculum for *Social Education* and cooperates on other publication projects involving curriculum trends. (No new members for three-year terms have been appointed in the interest of reducing the committee to a more manageable size.)

Adelene E. Howland, Mount Vernon (New York) Public Schools, *Chairman* (1958)  
 Muriel Crosby, Wilmington (Delaware) Public Schools (1959)  
 Jean Fair, Evanston (Illinois) Township High School (1958)  
 William B. Fink, State University Teachers College, Oneonta, New York (1959)  
 Warren J. Loring, East Williston (New York) High School (1958)  
 William J. Shorrock, Editor, *Civic Leader*, Civic Education Service (1959)

## INTERNATIONAL ACTIVITIES

This Committee has the responsibility, whenever and wherever possible, of establishing and maintaining contact with social studies teachers abroad. It is likewise the function of the Committee to foster projects promoting improved international understanding in this country.

Harold M. Long, Glen Falls (New York) High School, *Chairman* (1959)  
 James M. Becker, Foreign Relations Project, North Central Association of Colleges and Secondary Schools, Chicago (1960)  
 Homer Boroughs, Jr., University of Washington (1960)  
 Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies (1958)  
 Leonard S. Kenworthy, Brooklyn College (1958)  
 Robert LaFollette, Ball State Teachers College (1958)  
 Richard M. Perdew, Bronxville (New York) High School (1960)  
 Jennie L. Pingrey, Hastings High School, Hastings-on-Hudson, New York (1959)  
 Leonard A. Vitcha, Cleveland (Ohio) Public Schools (1959)  
 Emelyn Waltz, New Trier Township (Illinois) High School (1958)

## NOMINATIONS

The Nominations Committee prepares a slate of candidates for office to be presented to the Council at its annual business meeting, held at the time of the Annual

Meeting. In the process of selecting nominees the Committee consults the membership of the Council and welcomes suggestions concerning nominations.

Julian C. Alrich, New York University, *Chairman* (1958)  
 Miller Collings, Cincinnati (Ohio) Public Schools (1960)  
 Julia Emery, Wichita (Kansas) Public Schools (1959)  
 Lavone T. Hanna, San Francisco (California) State College (1958)  
 William D. Metz, University of Rhode Island (1959)  
 Fremont P. Wirth, George Peabody College for Teachers (1960)

## PUBLICATIONS

The Publications Committee carries out, with the advice of the Publications Planning Committee, the Council's publications program. It invites the participation of authors, makes recommendations concerning the development of manuscripts, approves all manuscripts for publication and, in general, supervises all aspects of the Council's publications program.

Ralph W. Cordier, State Teachers College, Indiana, Pennsylvania, *Chairman* (1958)  
 Howard R. Anderson, University of Rochester (1959)  
 Gertrude Whipple, Detroit (Michigan) Public Schools (1960)

## RESEARCH

This Committee was established by the Board of Directors at its 1956 meeting. The Committee is charged with furthering research in the teaching of social studies and recommending ways for making significant research in that field known to the profession.

John U. Michaelis, University of California, *Chairman* (1958)  
 Julian C. Alrich, New York University (1958)  
 Stanley E. Dimond, University of Michigan (1959)  
 Shirley H. Engle, Indiana University (1958)  
 Richard E. Gross, Stanford University (1959)  
 John Haefner, State University of Iowa (1959)  
 Erling M. Hunt, Teachers College, Columbia University (1959)  
 Roy A. Price, Syracuse University (1958)  
 Earl S. Johnson, University of Chicago (1960)  
 Donald W. Oliver, Harvard University (1960)  
 Alvin H. Schild, University of Kansas (1960)

## TEACHER EDUCATION AND CERTIFICATION

The Committee on Teacher Education and Certification has as its purpose the development of a statement of functional standards for the education of teachers, standards which will contribute to the improvement of preparation of social studies teachers.

Richard G. Browne, Teachers College Board, Springfield, Illinois, *Chairman* (1960)  
 Frank J. Dressler, Jr., Buffalo (New York) Public Schools (1958)  
 Alice M. Eikenberry, Illinois State Normal University (1959)  
 Clark Gill, University of Texas (1958)  
 Esther Hayhurst, Bowling Green (Ohio) Senior High School (1960)  
 Morris Lewenstein, San Francisco State College (1960)  
 Willis Moreland, University of Nebraska (1958)  
 John E. Seales, Long Beach State College (1959)  
 Richard E. Thursfield, Indiana State Teachers College (1959)

**Ad Hoc COMMITTEES**

**Ad Hoc** committees are appointed for the accomplishment of specific tasks designated by the Board or the President. Frequently the findings of an *ad hoc* committee lead to the establishment by the Board of a standing committee.

**ADVISORY COMMITTEE ON CITIZENSHIP EDUCATION**

This Committee was established for the immediate purpose of serving in an advisory capacity to the Tufts Civic Education Center. It is further authorized to consider broader questions relating to NCSS activities in the citizenship area.

Jean D. Grambs, Prince George County (Maryland) Public Schools, *Chairman*

Thomas Curtin, Massachusetts Department of Education

Dorothy W. Hamilton, Milford (Connecticut) High School

Warren J. Loring, East Williston (New York) High School

Lewis Paul Todd, Editor, *Social Education*

Merrill F. Hartshorn, Executive Secretary, NCSS

Stanley E. Dimond, University of Michigan

**COOPERATION WITH BUSINESS AND INDUSTRY**

This is a joint Committee of representatives from the National Council and from business and industry. It is authorized to explore avenues of cooperation and to recommend a mutually advantageous program.

Helen McCracken Carpenter, State Teachers College, Trenton, New Jersey, *Chairman*

Maud N. Austin, Roselle Park (New Jersey) High School

Margaret E. Clark, Pittsburgh (Pennsylvania) Public Schools

Warren W. Fabyan, Teachers College of Connecticut, New Britain

Erling M. Hunt, Teachers College, Columbia University

Walter E. Kops, State Teachers College, Upper Montclair, New Jersey

Bernard Marlin, Roger Ludlowe High School, Fairfield, Connecticut

**COOPERATION WITH NATIONAL COMMISSION ON SAFETY EDUCATION**

This Committee is undertaking a preliminary survey to locate materials and ideas in safety education which can be integrated into present social studies programs before preparing a booklet on the subject.

Evelyn L. Johnson, North Carolina College, Durham, *Chairman*

Elsie M. Beck, Detroit (Michigan) Public Schools

George Hallman, University of Louisville

Dorothy McClure Fraser, City College of New York

William Mackenson, Bladensburg (Maryland) High School

**CONSERVATION EDUCATION**

This Committee was continued through 1958 expressly to develop recommendations concerning the future activities of the National Council in the conservation area.

Emlyn D. Jones, Seattle (Washington) Public Schools, *Chairman*

George L. Fersh, Joint Council on Economic Education

**Wilhelmina Hill, U. S. Office of Education**

Ronald O. Smith, Portland (Oregon) Public Schools  
Elizabeth D. Zachari, Louisville (Kentucky) Public Schools

**MANUAL FOR THE HOUSE OF DELEGATES**

It is the purpose of this Committee to prepare a manual on the operation and function of the House of Delegates. Shirley H. Engle, Indiana University, *Chairman*  
Gladys Hoffpauir, Southwestern Louisiana Institute  
Albert Post, Brooklyn (New York) Technical High School

Mabel J. Spalding, Aurora (Colorado) Public Schools  
Clarence Stegmeir, Thornton Township (Illinois) High School, Harvey

**NATIONAL COMMISSION ON THE SOCIAL STUDIES**

This Committee was authorized by the NCSS Board of Directors to explore means for the strengthening of the social studies in schools and colleges.

Howard E. Wilson, University of California at Los Angeles, *Chairman*

Jack Allen, President, NCSS

Howard R. Anderson, University of Rochester

Howard H. Cummings, President-Elect, NCSS

Dorothy Fraser, City College of New York

Merrill F. Hartshorn, Executive Secretary, NCSS

S. P. McCutchen, New York University

Lewis Paul Todd, Editor, *Social Education*

J. R. Whitaker, George Peabody College for Teachers

**SOCIAL STUDIES IN VOCATIONAL SCHOOLS**

This Committee on the Social Studies in Vocational High Schools is investigating the present status of and the problems pertaining to the social studies in vocational education programs, with a view to recommending potential Council activities in this area.

Jack Abramowitz, Marni Van Buren High School, Queens, New York, *Chairman*

Winifred D. Broderick, Theodore Abrams Trade High School, Louisville, Kentucky

Kennard E. Goodman, Western Technical High School, Cleveland, Ohio

**WORLD HISTORY BIBLIOGRAPHY**

This Committee is authorized by the Curriculum and Publication Committees to prepare an annotated selective bibliography of materials appropriate for teaching world history at the ninth and tenth grade levels.

Alice W. Spieseke, Teachers College, Columbia University, *Chairman*

Frank Alweis, New York City

Ward S. Bell, Roslyn (New York) High School

Audrea Coddington, Bound Brook (New Jersey) High School

Morris Gall, Yeshiva University, New York City

Kenneth F. Hadermann, White Plains (New York) High School

Adelene E. Howland, Mount Vernon (New York) Public Schools

Joseph Katz, New Rochelle (New York) High School

Nancy Lerrick, Random House, Inc., New York City

Barbara F. Lenoir, Scarsdale (New York) High School

Mary J. McNamara, Rockville Center, New York

Virginia Matthews, National Book Committee, Inc., New York City

George Price, Hempstead, Long Island, New York

# Pamphlets and Government Publications

Manson Van B. Jennings

## Economic Problems

Perhaps no organization has more to offer the teacher concerned with teaching economics or economic problems than the Joint Council on Economic Education (2 West 46th St., New York 36). In addition to their many workshops and research activities, the Joint Council makes available a wide variety of materials, most of which we have cited in these pages as soon as they have been released. Upon request, the Council will send an order form which describes more than two dozen of their more useful publications. Joint Council publications that we have not heretofore cited include:

*Economics in the School Curriculum: A primer of Basic Understandings* (40 p. 50 cents). This teaching aid should prove useful to teachers of all school subjects that touch on economic topics, for it suggests practical ways in which teaching can be enriched with basic economic understandings.

*Economics and the Educational Administrator* (\$1.50) is a three-part report of a study made under the auspices of the Cooperative Program in Education Administration at Ohio State University. It summarizes the status of economic education in secondary schools and institutions of higher learning, presents the administrator with a workable summary of economics, and shows how economics can be helpful in each of his specific responsibilities.

*Bibliography of Free and Inexpensive Materials for Economic Education* (rev. 1957. 75 p. 50 cents) contains a list of 700 titles with an annotated directory of some 275 organizations that will supply schools with materials suitable for classroom and library use.

*Inventory of Economic Understanding* (8 p. 6 cents), prepared at the Illinois Workshops on Economic Education, provides a check list for making an inventory of economic content in the curriculum.

The Institute of Labor and Industrial Relations of the University of Illinois (704 South 6th

St., Champaign, Ill.) makes available a very fine mimeographed annotated bibliography on union security entitled, "The 'Right-to-Work' Issue: Pro's and Con's," and publishes a series of 10-cent reprints that include: *Union-Management Relations in Italy: Some Observations* (15 p.), *Labor Relations in Postwar Germany* (11 p.), *The Union Business Agent Looks at Collective Bargaining* (7 p.), *The Meaning of Work in an Age of Automation* (13 p.), and *Research in Union-Management Relations: Past and Future* (14 p.).

In *The Labor Movement in the United States* (Public Affairs Pamphlets, 22 East 38th St., New York 16: 28 p. 25 cents) Jack Barbash, Professor of Labor Education at the University of Wisconsin, reviews the nature of the "industrial relations revolution" of the past 25 years, analyzes the problems of the labor movement, and looks to the future prospects and goals of the labor movement. This pamphlet could well be made required reading for any class making a study of organized labor in the United States.

The American Enterprise Association (1012 14th St., N.W., Washington 5) publishes analyses of major national problems that are useful for study by college students and teachers, and are likely to be the subject of legislative consideration. Recent releases relating to economic problems and costing \$1 each include: Edward H. Chamberlin, *The Economic Analysis of Labor Union Power* (48 p.), James W. McKie, *The Regulation of Natural Gas* (49 p.), and Roscoe Pound, *Legal Immunities of Labor Unions* (58 p.).

*Economic Forces in the U.S.A. in Facts and Figures* (U.S. Government Printing Office, Washington 25: 5th ed. 188 p. 60 cents) is intended as an introduction to the American economy for visitors from abroad. However, it should prove equally suitable for high school students, for it contains an abundance of information on all phases of the economy and utilizes a wealth of statistical and graphic information with considerable clarity. Teachers of recent American

history and problems of democracy should find this pamphlet a worthwhile addition to standard reference works that should be available in each classroom.

*The Economy of the American People—Progress, Problems, Prospects* (National Planning Association, 1606 New Hampshire Ave., N.W., Washington 9: 168 p. \$2) is aimed at the thoughtful reading public. It explains in non-technical language the nature of the American economy, how it achieves high productivity and living standards, its continuing problems, and its prospects for the future. Statistics have been kept to a minimum, with generous use being made of simple charts for presenting essential statistical data.

Teachers using school addresses may, upon request, have their names placed on the mailing list of the National Industrial Conference Board (460 Park Ave., New York 22) for the *Road Maps of Industry* charts that are released each week during the school year. These charts present up-to-date statistical information on various aspects of the American economy, and may be filed in loose-leaf notebooks. In addition to their value for reference purposes, the *Road Maps of Industry* have a secondary value in terms of providing source material for teaching the interpretation of charts and graphs.

*Today's Challenge in Trade and Aid* (League of Women Voters, 1026 17th St., N.W., Washington 6: 15 p. 15 cents) argues the case for the continuation of trade agreements legislation, full participation in GATT and OTC, and economic and technical assistance for newly developing nations.

The publications of the American Tariff League (19 West 44th St., New York 36) present quite a different point of view, for the League argues the case for continued protectionism. Some of their free materials have been written expressly for secondary school students. Others of their publications, while addressed to the general public can also be used with senior high school students. In the latter category is *The United States in World Trade—a Contemporary Analysis and a Program for the Future* (109 p.), which contains six research reports and a final chapter dealing with "Conclusions and Recommendations."

*The Conservation of our Natural Resources* (U.S. Government Printing Office, Washington 25: 27 p., illustrated. 20 cents) describes the history and work of the Department of Interior, with special reference to the conservation of

natural resources. Included is a description of the publications program set up by the Department.

A useful "Guide and Workbook for Basic Business Organizations and Stocks and Bonds" (49 p. \$1.25) is available from its author, Peter Yacyk (Ridley Township High School, Folsom, Pa.). This mimeographed booklet, with its cartoons and charts, gives attention to basic information and suggests a wide variety of learning activities for students.

### Other Materials

*They Are America* (U.S. Government Printing Office, Washington 25: 83 p. 60 cents) is a Department of Labor publication that draws heavily on the photo files of leading periodicals to present a striking view of the world of the American worker in the new age of automation and demand for highly skilled workers. This is actually a form of photo journalism in which text and photographs blend to provide an exceedingly effective report.

The Service Center for Teachers of History of the American Historical Association (400 A St., S.E., Washington 3) has now released, in addition to the titles cited in this column last February, *The American Revolution, a Review of Changing Interpretations* (20 p. 50 cents) by Edmund S. Morgan of Yale University, and *The Colonial Period in Latin American History* (24 p. 50 cents) by Charles Gibson of the State University of Iowa. As with the other publications in this series, these pamphlets cost only ten cents each when ordered in quantities of ten or more.

*Urban Renewal . . . What It Is* (U.S. Government Printing Office, Washington 25: 17 p. 15 cents) presents the main facts on how Federal assistance supplements local community programs to eliminate slums and protect the community against the further spread of blight. This program of Federal assistance for urban renewal was authorized under the Housing Act of 1954.

An address by Senator John F. Kennedy to the Washington Chapter of the American Jewish Committee has been published under the title, *Let the Lady Hold Up Her Head* (The American Jewish Committee, 386 Fourth Ave., New York 16: 7 p. 10 cents). These reflections on American immigration policy by Senator Kennedy consider our attitudes toward immigrants, the creation of our culturally-pluralist nation, the inequities of the national origins quota system, and the need for a flexible immigration policy.

# Sight and Sound in Social Studies

William H. Hartley

*We are indebted to Dr. William G. Tyrrell of the Division of Archives and History, The State Education Department, Albany, New York, for this extremely useful review of a number of recent recordings.—W. H. Hartley, editor.*

## Social Studies Recordings

Dramatizations, readings, interviews, documentary productions, and musical selections make up a list of recent recordings of particular value for social studies classes.

*Enrichment Recordings* (246 Fifth Avenue, New York 1) added to its worthwhile dramatizations of historic subjects the following 10-inch long-playing recordings: "John Paul Jones" with "D-Day: Invasion of Europe" (ERL 113); and "Erie Canal" with "First Overland Mail" (ERL 114). These action-filled releases will stimulate and hold the attention of upper elementary and junior high classes. The production style steers clear of over-elaborate interpretation but lacks some of the convincing realism of the true documentary. Clumsy sentences that impart information often interfere with the continuity. The careful attention to historical details stamp these recordings as notable classroom aids.

*A Lincoln Album—Readings by Carl Sandburg* (Caedmon Publishers, 277 Fifth Avenue, New York 16. TC2015) consists of almost one and a half hours of reading by the famous poet-biographer from his life of Lincoln and also from Lincoln's own words. Sandburg's many vivid passages help to bring to life Lincoln's appearance and outstanding portions of the President's career. The author's poetical narrative and his enthusiasm for, and knowledge about, his subject make this pair of 12-inch recordings a valuable addition to the teaching materials of senior high school history classes.

*Veep—Alben W. Barkley Tells His Own Story* (Folkways, 117 W. 46th Street, New York 36. FS3870) reveals countless intimate details from 40 years of a distinguished political career. Barkley's close connections with Franklin D. Roosevelt, Harry S. Truman, and numerous Congressional leaders are the bases for colorful, first-hand comments on recent political personalities and developments. Some earthy anecdotes limit

the use of this 12-inch disk to mature high school groups.

*Interview with William O. Douglas* (Folkways FC3750) provides personal remarks by an Associate Supreme Court Justice on the purpose, organization, and work of the Court. These comments match the account available in any textbook. Justice Douglas also supplies autobiographical details as well as his philosophy on social progress and international affairs. This part of the 10-inch release should inspire high school classes to further discussion of those subjects.

*U. S. Air Force—A Portrait in Sound* (Vox DL 10.520) traces the sounds of military aircraft from the uncertain chugging of World War I planes to the terrifying roars of today's jet-propelled giants of the sky. The recording brings to the listener the sounds of super-sonic flight as well as the piercing noise of rockets and an ICBM. Words and conversation, in addition to the background din, illustrate both the routine activities and technical complexities of life in the Air Force. The excellent quality of this contemporary document fills numerous needs in social studies classes that are concerned with such subjects as career planning, transportation developments, technical advance, national defense, and international relations.

*The Union* (Columbia DL 244) reproduces the songs and music of soldiers and civilians of the Civil War years. Stirring patriotic measures combine with humorous ditties and sentimental melodies to recapture the period's musical flavor. A reading of the Gettysburg Address adds to the album's usefulness. With 60 pages of illustrated essays, this stimulating, informative survey should find wide use for illuminating any discussion of the Civil War.

*The Days of '49* (Folkways FH 5255) reports musically on many of the experiences of Gold Rush days. Here are optimistic refrains as well as satiric verses on efforts that did not "pan out." Logan English performs these selections, from songsters of the time, in a warm and deft style. The 12-inch recording supplies admirable background material for this sportive period of our history.

WILLIAM G. TYRRELL

## Motion Pictures

AFL-CIO Film Division, 815 Sixteenth St., N.W.  
Washington 6, D.C.

*The Fourth Battle of Winchester.* 17 minutes; rental, \$2.50. Labor's side in the argument over the Taft-Hartley law. Deals specifically with the attempt to unionize the O'Sullivan Rubber Company in Winchester, Virginia.

Coronet Films, Coronet Building, Chicago 1.

*Rubber in Today's World.* 11 minutes; sale: black-and-white, \$55; color, \$100. Tells the story of rubber from its discovery to its importance today as a basic commodity. Reviews the history of rubber, covering primitive methods of manufacture, the improvements through vulcanization, and the modern production and processing from plantation to market. Illustrated further are the sources and major steps in the production of synthetic rubber.

*Understanding Our Earth: Rocks and Minerals.* 11 minutes; sale: black-and-white, \$55; color, \$100. This film describes the three classes of rocks; igneous, sedimentary, and metamorphic, and relates them to the natural conditions which produced them. Explained are the varied uses of rocks and minerals in their natural state.

*The West Indies: Geography of the Americas.* 11 minutes; sale: black-and-white, \$55; color, \$100. Stressing the varied population, terrain, resources, and opportunities for economic growth of the islands, this film examines modern trends toward industry and older traditions of large plantations and small farms raising a large variety of semitropical food crops.

Department of Visual Instruction, University Extension, University of California, Los Angeles 24.

*A Time Out of War.* 22 minutes; rental, \$10. A quiet film about an incident which took place during the Civil War. Two Union soldiers on patrol exchange shots with a Confederate soldier. They then declare an hour's truce and talk together, enjoy the day's sunshine, and then return to the battle.

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.

*Should I Go to College?* 29 minutes; sale: black-and-white, \$150; color, \$300. Dr. Harvey White, Professor of Physics at the University of California, discusses the pros and cons of attendance at college. He considers the advantages of a small college and a large college. Similarly he discusses grades and grading, prerequisites, choice of a major field, and other important problems.

*India: Introduction to Its History.* 16 minutes; sale: black-and-white, \$75; color, \$150. Traces the history of India from its earliest days to the present. Discusses the part which religion has played in its development. Sequences trace the marks left by Aryan invaders, the Moslems, and the British.

Modern Talking Picture Service, 3 East 54th St., New York 22.

*You Decide.* 28 minutes; color; free loan. A stimulating quiz on American business. The student is faced with problems concerning the nature of American competition and is then given the opportunity to make his own decision.

*The Mayflower Story.* 25 minutes; color; free loan.

The planning, construction, voyage and landing of the *Mayflower II*, replica of the original Pilgrim *Mayflower*. *Highway Hearing.* 29 minutes; color; free loan. The Highway Act of 1956 requires that public hearings be held when a segment of a new highway system by-passes or passes through any community. This film presents such a hearing and visualizes the problem.

NET Film Service, Indiana University, Bloomington, Indiana.

*The Constitution and Employment Standards.* 28 minutes; sale, \$125. A documentary film, using actual settings and persons actually involved in the case of *United States v. Darby Lumber Company*. Reviews the legal, social, and economic background and aftermath of the Fair Labor Standards Act of 1938. Emphasizes the constitutional standards, and the shifting interpretations, used by the Supreme Court in judging the constitutionality of federal regulation of labor standards.

Public Service Network, Princeton, New Jersey.

*American Imports: A New Look.* 11 minutes; sale, \$45. Contrasting views concerning our foreign trade are presented by a foreign businessman, an American factory president, the owner of an import gift shop, a union leader, and a farmer.

*Can We Solve Our Farm Problem?* 11 minutes; sale, \$45. A consideration of farm subsidies. Gives both sides of the problem. Leaves conclusion open for viewer.

## Filmstrips

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.

*The Civil War.* A series of eight filmstrips in color. Sale: set, \$48; each \$6. Produced in collaboration with Bruce Catton, editor of *American Heritage*. Titles are "Causes of the Civil War," "From Bull Run to Antietam," "From Shiloh to Vicksburg," "The Civil War at Sea," "Gettysburg," "Sherman's March to the Sea," "The Road to Appomattox," "The Reconstruction Period."

Iowa Filmstrip Service, P. O. Box 311, Cedar Falls, Iowa.

*Iowa: Land and People.* Series of 6 filmstrips in color. Price, per set, \$37.50. Titles are "Iowa's Major Crops," "Conserving Nature's Gifts," "Livestock in Iowa," "Manufacturing in Iowa," "Underground Resources," and "Rivers and Recreational Areas."

The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11.

*Mexico: Yesterday and Today.* Set of 6 filmstrips in color. Sale: set, \$31.50; each, \$5.75. Titles are "The Aztecs," "Cortez Conquers the Aztecs," "Indians of Mexico Today," "Mexican Town and Country Life," "Native Mexican Handicrafts," "Mexico City."

The New York Times, 229 West 43rd St., New York 36.

*New York Times Filmstrips.* Set of 8 filmstrips, one each month throughout the school year. Sale, \$15 per set. Subjects for the 1958-59 school year are: "Congress," "Southeast Asia," "Education in the U. S.," "The Soviet

Union," "The Race for Space," "The American Economy," "Cuba and the Caribbean," and "The Arab World."

Pat Dowling Pictures, 1056 S. Robertson Blvd., Los Angeles 35.

*Indian Tools.* Sale, \$3. Shows the making and use of chipped stone tools such as arrowheads, spears, knives, and drill points.

Teaching Aids Laboratory, Bureau of Educational Research and Service, The Ohio State University, Columbus 10.

Valuable for use in faculty meetings or in teacher education classes are "The Diorama as a Teaching Aid," "A Simple Exhibit Technique," "Making Geographic Models," and "A Parade of Bulletin Boards." The filmstrips sell for \$4.00 each.

Visual Education Consultants, Inc., 2066 Helena St., Madison 4.

*Watch Out for Strangers.* Sale, \$3.50. A safety message for young boys and girls. Through a series of especially posed pictures it shows dangers from adults who offer gifts, rides, and prey on boys and girls.

*Baltimore.* Sale, \$3.50. Interesting photographs show the personality of this historic seaport city. Landmarks important in our nation's history, institutions of learning, and a discussion of the industrial growth of the city are included.

*Ireland Today.* Sale, \$3.50. Tells of the struggle for independence in this divided country. Explains the character of the land and the people. Pictures on occupations, government, historic landmarks, and natural beauty.

*Farm Machines for a Land of Plenty.* Sale, \$3.50. Describes the development of power machinery that revolutionized American farm methods and raised our standards of living.

*A Telephone Story.* Sale, \$3.50. Traces the development of the telephone from 1876 to the present time. Shows early telephone styles and switchboards and contrasts them with present-day styles and methods.

## Educational Television

Since the original 1952 allocations of 250 channels by the Federal Communications Commission for the use of educational telecasting, some 60 million dollars have been invested in this form of education. Twenty-eight non-commercial broadcasting stations now are on the air 800 hours a week and reach an estimated 60 million people. The number of ETV stations has tripled within the last two years and it is expected that a total of 42 stations will be in operation at the end of 1958.

## Of All Things

Young America Films which since 1945 has contributed greatly to the teaching materials available to our schools, has recently merged with the Text-Film Division of the McGraw-Hill Book Company. The new address for ordering Young America films and filmstrips is Text-Film Department, McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36.

Write to the International Visual Aids Centre (37-39 rue de Linthout, Brussels, Belgium) for a list of 2 by 2-inch slides and filmstrips designed to teach basic information about the nations of the world. Of special interest are a series of miniature slides presenting full-color maps of the world and the various countries. These map slides cost about 50 cents each.

The Columbus English Club (270 East State St., Columbus, Ohio) has produced "A Literary Map of Ohio," printed in color and depicting scenes associated with noted Ohio authors (\$1.65).

## PRIME MINISTER RULE

(Continued from page 248)

May 1923, what Davidson understood, or misunderstood, or inferred, and above all what was left unsaid, as is the wont of English gentlemen,

<sup>11</sup> Lord Davidson's apparent reticence suggests that there is more to be told. Blake communicated with him but extracted, or published, only the information that he had composed the memorandum "after discussions with Baldwin Friday night," that "he did not authorize" the use Waterhouse made of the memorandum, and that he "considers that it did not, in fact, misrepresent Bonar Law." (*Unrepentant Tory*, p. 522 and n. 1). These remarks would seem to beg the question, why did Davidson give the memorandum to Waterhouse if he did not expect, or wish, him to use its substance, at least on Bonar Law? Lady Waterhouse described it as "a carefully prepared *aide-mémoire* given to [her husband] the previous day [Saturday] by J. C. Davidson" (*Private and Official*, p. 259). On Saturday, Davidson would hardly have known that Water-

remain a secret that Baldwin carried with him when for the last time he left his England and one that Lord Davidson still faithfully keeps.<sup>11</sup>

house was to carry Law's resignation to the King on Sunday for that decision was reached only Saturday night (*Unrepentant Tory*, p. 516-17). The purpose of the memorandum was, most likely, to influence Bonar Law, and not the King, for neither Baldwin nor Davidson could have learned by Friday night of Law's decision not to advise the King on his successor, reached in Paris on Thursday, May 17, unless Beaverbrook or Crewe (with Law in Paris) had communicated it to one of them by phone or cable. This is, of course, possible, and both Beaverbrook and Crewe seemed opposed to Curzon and persuaded Law that he did not have to nominate a successor (*Unrepentant Tory*, p. 512-15).

# Notes on Books

## Focus: Economics

Edward T. Ladd

### A Book for the Department Library

**THE AMERICAN BUSINESS CREED.** By Francis X. Sutton, Seymour E. Harris, Carl Kaysen, and James Tobin. Cambridge, Mass.: Harvard University Press, 1956. 414 p. \$6.75.

For all teachers of history and social studies, the need to screen and evaluate the literature distributed by American businessmen has always been a problem. Since the output of material from various business groups exceeds the time available to study it, much useful information is often discarded with the trash. With the analysis offered in this volume, it will be possible for the teacher to gain insight into the ideological positions and to achieve perspective on the source of the vast quantities of materials which purport to explain and support the idea and ideals of the American business system.

In this volume a careful and scholarly examination of the literature of American businessmen is made and analyzed. The conclusion is simply that the Business Creed is not the result of a selfish determination to promote vested interest, but rather a result of the complex pattern of strains to which the businessman is exposed—the strain between the requirements of business and the requirements of society; the strain arising from the conflict between the demands of the businessman's position in society and his ability to meet the demands; and the strain developing from the businessman's position in other social institutions.

The basic theory proposed in this volume is one which was developed by Professor Francis X. Sutton, Executive Associate of the Behavioral Sciences Program of the Ford Foundation. The analysis of the Business Creed and the development of the theory is a joint undertaking of Professor Sutton and Professors Harris and Kaysen of the Economics Department of Harvard University, and Professor James Tobin of the Economics Department of Yale University. Although the specific material which was examined in this

work includes only that which was available in 1948-49, in the light of the relative stability of the businessman's position, the generalizations and conclusions about the orientation of the Businessman's Creed have lasting validity.

The need for a scholarly and critical work in this area is obvious, and for teachers it offers great values. But still another need exists which this volume is not geared to meet; that is, some measure of the impact upon society of the Businessman's Creed. Can it be assumed that the only readers of the output of businessman's literature is the businessman himself? Or, is the message being received and supported by a larger segment of the population? And, how do those who read the literature react to it? A scholarly research on the impact and consequent reaction would do much to enhance the study and understanding of the American Business Creed.

FREDERICK E. BAUER, JR.

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### Books to Use in Teaching

**TODAY'S ECONOMICS.** By Kennard E. Goodman and William L. Moore. Boston: Ginn and Company, 1957. 632 p. \$3.96.

Economics has been called "the dismal science," but a reader would never draw that conclusion from this text. To begin with its outward appearance, the book has a two-color drawing on the cover symbolizing many phases of our economic life. This is suitable for a book which succeeds in weaving into its pattern the most important aspects of our complex economy.

The illustrations within the book add to its educational impact. Each one heightens interest and adds further understanding to text materials. Graphs, charts, and study aids are well designed. The book averages nearly an illustration for every other page.

*Today's Economics* is organized into units, each with an appropriate over-view. The units are: Economics and the Consumer; The Con-

sumption of Goods; The Production of Goods; Big Business and Labor Unions; The Exchange of Goods; Consumer Credit and Marketing; Transportation, Foreign Trade, and Tariff; Distribution and Investments; Governmental Functions. The authors consider, and rightly so, that the study of economics should be of two-fold benefit for the student. It should help him to make wiser decisions both as an individual and as a citizen. To accomplish this objective the personal and social implications are developed for each unit.

Economic questions are usually highly controversial. This is perhaps why economics has been neglected in our school curriculum. No teacher need be concerned about the presentation in this text on such topics as tariff, role of government in the economy, big business, and labor unions. The authors have written with complete objectivity and present suitable information and ideas to bring out clearly all the facets of questions dealt with.

Interest is developed in *Today's Economics* by a smoothly-flowing style of writing. The vocabulary has been held to high school level, the sentences are of appropriate length and complexity and many bold-faced headings and subheadings have been used to high-light major ideas.

Very useful will be a thirty-page section which includes bibliography, glossary, and index. Each chapter has extensive study aids and suggestions. There is also a workbook to accompany the text.

The authors have presented economic concepts which are often difficult to grasp in an understandable, interesting manner. Students should find studying this book, under the guidance of a good teacher, an exciting experience.

PHILMORE B. WASS

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University of Connecticut

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WHAT DO YOU KNOW ABOUT LABOR? By James Myers and Harry W. Laidler. New York: John Day Company, 1956. 301 p. \$4.75.

The time a book is introduced to the marketplace can frequently add to or detract from its total value. Certainly the publishers are to be congratulated on the timeliness of James Myers' and Harry Laidler's sympathetic exposition of American labor and its problems. The recent exposés of corruption in unions have given bait to those who wish to see the hard-won victories of labor crushed, and have frightened labor's friends by pushing them into a defensive position. Perhaps the most serious consequence of

Senator McClellan's Labor Committee's investigations is the attitude it creates in the mind of the neutral public—what is true of some must be at least partially true of all.

*What Do You Know About Labor?* gives a clear concise picture of almost every aspect of organized American labor today in language suitable for ninth graders. The authors, with their many years of association with the labor movement, anticipate the numerous questions that must be on the mind of that neutral public as it encounters in its newspaper-reading such concepts as "Right to Work" laws, Guaranteed Annual Wage, Profit Sharing, and Welfare Funds. Consideration is given not only to such highly publicized issues as closed shop, boycott, and political action of unions, but also to such important problems as incorporation of unions, international labor relations, and the attitude of organized religion towards the labor movement. Major consideration is given to the merger of the A.F.L.-C.I.O.

Not only have Messrs. Myers and Laidler provided answers for the neutral public in labor's time of need, but they have provided the teacher with an excellent text suitable for students from the junior high to the junior college. A good bibliography and a directory of labor unions provide the icing on the cake.

SANFORD D. GORDON

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### On the Intellectual Frontier

ECONOMICS AND ACTION. By Pierre Mendès-France and Gabriel Ardant. New York: Columbia University Press, 1955. 222 p. \$3.50.

France's ex-premier, who was in Britain for a time during World War II, came away with an admiration for the achievements of Anglo-Saxon economics, and the Keynesian theory in particular. This slim volume, written in collaboration with France's General Commissioner for Productivity, is the first in a UNESCO-sponsored series on Science and Society which aims at explaining the practical applications of the social sciences. In keeping with this purpose, a major theme of *Economics and Action* is the influence of economic theories on practice.

Analysis, in the authors' view, has great influence on policy, greater perhaps than many other economists would concede. For example, we are told, the fact that the Weimar Republic's

policy was based on fallacious economic doctrine was responsible for the unemployment of six million people, which in turn paved the way for Hitler and World War II.

Two broad areas of concern to developed, non-collectivist economies are discussed, the maintenance of full employment, and choosing among alternative goods and services which the economy might produce. To the extent that classical economic theory is abandoned as a remedy for depressions, and governments aim at increasing domestic consumption and investment, conditions improve, as illustrated by Britain after 1931, Hitler's Germany, and the New Deal. These are all "applications of the theory of employment," despite the fact (which the authors themselves recognize) that they were instituted before the appearance of Keynes' *General Theory of Employment* in 1936.

The analysis of aggregate demands is applicable not only to combat depression, but also to deal with inflation, and the reader might wish that more were said on the latter subject. Application of fiscal policy raises such problems discussed here as the frightening away of private investment, and the difficulties of forecasting economic trends, and of coordinating governmental activities and policies. Nevertheless, the conscious adoption by many western societies of a full employment policy represents a notable outcome of scientific progress in economic analysis, the authors hold.

To guide the economy in the problem of choice, two types of mechanisms are available. The first is the "natural" free competitive market. Economists no longer claim that monopoly is the rare exception. Recognition of the prevalence of departures from competition has made for nationalization or regulation of industries or antitrust legislation as correctives. Discovery of the limitations of the argument that private profit-making coincides with the public welfare has been one of the factors making for government intervention. The second type, "considered mechanisms," which aim at achieving the results of properly functioning natural mechanisms in situations where the latter are unavailable, is needed in government-owned enterprises and in deciding on budget priorities. Admittedly, however, much work remains to be done in these fields.

"The science of economics shows the possibility of ordered progress," our authors conclude optimistically. Perhaps the reader of this terse, lucid work would do well to bear in mind that a spe-

cific course of action does not follow inevitably from an economic theory, however tenable, nor theory from facts, however plain.

BENJAMIN J. KLEBANER

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### Other Books to Know About

HUMAN RELATIONS FOR MANAGEMENT. Edited by Edward C. Bursk. New York: Harper and Brothers, 1957. 372 p. \$5.00.

RESEARCH IN INDUSTRIAL HUMAN RELATIONS. By Conrad M. Arensberg, et al. New York: Harper and Brothers, 1957. 213 p. \$3.50.

TOWARD THE AUTOMATIC FACTORY. By Charles R. Walker. New Haven: Yale University Press, 1957. 232 p. \$5.00.

As far back as 1927, Alfred North Whitehead commented, "Business is now a highly intellectualized vocation." From the pages of the *Harvard Business Review*, editor Edward Bursk has chosen 17 articles which he calls *Human Relations for Management*. These articles, written primarily by highly placed business executives and professors of business administration, indicate that more and more business people do, indeed, agree with Whitehead that business has become "intellectualized."

Behind this newer view of business life lies the changing point of view concerning the nature of man which has occurred in the wake of anthropological, sociological, and psychological research during the past few decades. The simple classical formulation of the hedonistically dominated and highly individualistic "economic man" has begun to fade, both in the popular and in the academic mind. Mr. Robert Johnson, author of the first article of the collection, is convinced that men are "social creatures" and that "the world is social; life is organic." Following up this logic, Mr. Johnson thinks that as people become ever more aware of the organic nature of life "a factory would be recognized as a true community, not a battleground where an armed truce prevails."

Many of the essays which follow Mr. Johnson's seem to have as the underlying theme this same general acceptance of the organic approach to human nature and society. Wendell Johnson insists in his essay that trouble and conflict are essentially caused by faulty communications. Good administrators, he thinks, will recognize that disturbed human relationships are "due, not

to men, but to the far from perfect communications by means of which men try to work and live together."

Human relations in the factory or business, as described in these articles, is both a technique and a philosophy. Differences exist among the writers as to proper techniques—some arguing for organizational innovation, others for a more personalized approach in which individuals humanize things through changing their own characters—but most seem quite well agreed that human conflict and trouble in our industrial life can be minimized if only the will and the effort are present.

The last article in Mr. Bursk's collection is definitely of a different tradition from the preceding 16. It is an essay by Solomon Barkin of the textile worker's union, which expresses dissatisfaction with both the philosophy and technique of the "human relations" approach. To Mr. Barkin, there are basic differences in values and goals between management and labor. There is no hidden social solidarity which can come to fruition with more advanced human relations. Worried about "paternalism" and "modern feudalism," Mr. Barkin sees in strong unions the most hopeful way to the solution of the worker's place in modern industrialism.

Mr. Barkin, Conrad Arensberg, and other academic specialists have written a number of articles which try to take a new and objective look at the controversies surrounding the whole question of human relations in industry. The 13 articles, or chapters, in the volume, *Research in Industrial Human Relations*, approach such diverse subjects as the relationship of pure social science to applied human relations, the problems of greater leisure for workers, the effect of the wider community on factory and business relations, the relation of economic factors (such as the level of employment) on human relations, and the role of the union in industrial relations. The writers of the various chapters which touch on these topics attempt to be as scientific and tentative as possible. Many of them would agree with Professor Wilensky who writes in his chapter, "The task for social scientists at this stage of the game . . . is not to pile up *ad hoc* generalizations and rush to apply them in training programs. At this stage of social science development we need instead to describe more clearly the variables we consider crucial in human conduct. . . ."

Mr. Charles Walker has contributed, in his *Toward the Automatic Factory*, a most lucid de-

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scription of automation and the effect of automation on the workers. Mr. Walker has used observation, questionnaires, and interviews to trace the effect of the introduction of automatic machinery on one work group. The unforeseen reactions of these people indicates once again the need for more empirical studies of this type in the whole field of social sciences.

ROBERT M. BJORK

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**TVA: THE FIRST TWENTY YEARS: A STAFF REPORT.** Edited by Roscoe C. Martin. University, Alabama, and Knoxville, Tennessee: University of Alabama Press and University of Tennessee Press, 1956. 282 p. \$4.50.

This volume is a collection of essays by members of the staff of TVA originally presented as a series of lectures at Florida State University. The participants have outlined the programs of the divisions of TVA with which they have been associated. In many cases this covers the entire history of the agency. Understandably the presentation is uniformly sympathetic. Sections are included on the management functions, physical development program, social and economic program, and three chapters under the heading, "some broader implications of the TVA." The authors have performed a useful service in explaining for publication the nature, both programmatic and administrative, of their own operations. Covering, as it does, the entire New Deal and Fair Deal period, it should prove to be a useful contribution to the history of the administration of the national government.

It seems to me, however, that the mission of the book has been only partially fulfilled in that the authors have neither brought to life a unified picture of the agency nor have they given us an adequate picture of the stresses and strains which have taken place within and outside of TVA. The authors of each of the chapters have devoted considerable time to paying lip service to the unified characteristics of a regional development agency, but, perhaps for fear of encroaching upon the bailiwick of a colleague, have failed to tie together the interrelationships of the divisions of TVA. Unfortunately the section of the book devoted to "broader implications" does not correct this shortcoming.

Perhaps a more serious criticism of the volume is its failure to crystallize the struggles within the agency and with external forces. Frequent hints

are dropped in references made to particular criticisms levelled against TVA or individual features or its operation. Although in every case the TVA position is defended—as it should be, given the purpose of the volume—unless the reader has first hand knowledge of the struggle under discussion he has relatively little ability to appraise the issues intelligently from the discussion in this volume. Perhaps it is too much to ask of officials so closely involved in the activity surrounding TVA, but what is needed is systematic analysis of the entire process including the interrelationships of internal as well as external interests involved in TVA operations.

In spite of these shortcomings, *TVA: The First Twenty Years* adds substantially to the literature already published concerning one of the most ably administered public agencies in the United States and is worth examination by those interested in problems of regional development as well as those interested in general aspects of public administration.

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Classroom experience that releases the creative and productive forces within teachers and children as they live together is the concern of Clark Moustakas in his *The Teacher and The Child* (McGraw-Hill, \$4.50). In a first-hand study made possible by 92 elementary and secondary school teachers he reports on personal interactions between teachers and individual children gleaned from tape recordings and diaries. The key to this book's usefulness lies in its approach to the self as experience, and to a climate for growth that "frees the teacher to function in terms of his own values . . . while it frees the child to explore his uniqueness."

A.K.

●

The chief purpose of Alan F. Klein's *Role Playing in Leadership Training and Group Problem Solving* (Association Press, \$3.50) is to serve as a how-to-do-it for leaders of adults. It is full of common sense advice about the technique, presented in simple, straightforward style, with a lot of illustrative transcripts. Although it can hardly suffice for training an administrator or supervisor unacquainted with role playing, this little handbook can give a lot of help to one already familiar with the technique who thinks it might be helpful in a situation for which he himself has some responsibility.

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